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TEACHING CHILDREN WHO MOVE WITH THE CROPS. REPORT AND RECOMMENDATIONS OF THE FRESNO COUNTY PROJECT, THE EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN.

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THE FRESNO COUNTY PROJECT, IN DEMONSTRATION SCHOOL PROGRAMS, DEVELOPED SUGGESTIONS AND RECOMMENDATIONS FOR TEACHING MIGRANT CHILDREN. BECAUSE THESE CHILDREN HAVE POOR EXPERIENTIAL BACKGROUNDS AND SPECIAL EDUCATIONAL NEEDS, FLEXIBLE PROGRAMS PROVED SUCCESSFUL. SUCH PROGRAMS INCLUDE--(1) A WARM WELCOME TO SCHOOL, (2) INTERESTING AND CHALLENGING WORK, (3) A DIAGNOSIS OF BASIC SKILLS, (4) INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE, (5) EMPHASIS ON FAMILY LIVING, RECREATION, SAFETY, AND HEALTH HABITS, AND (6) GUIDANCE TO STRENGTHEN VALUE SYSTEMS AND DEVELOP GOALS. THE WRITERS PROPOSE A WORK-CENTERED CLASSROOM, WITH FIELD TRIPS AND WORK UNITS WHICH PROVIDE CREATIVE ACTIVITIES, AS THE BEST APPROACH FOR MEETING THE NEEDS OF MIGRANT CHILDREN. SUGGESTIONS ARE GIVEN FOR DEVELOPING LANGUAGE ARTS AND ARITHMETIC SKILLS. READING, SPELLING, AND ARITHMETIC TESTS TO DETERMINE THE PERFORMANCE LEVEL OF THE YOUNGSTERS ARE PRESENTED. METHODS, ACTIVITIES, AND WORD LISTS FOR TEACHERS OF SPANISH-SPEAKING CHILDREN ARE OFFERED. CONSIDERABLE IMPORTANCE IS ATTACHED TO THE NECESSITY OF HAVING CONTINUITY OF TRANSFER RECORDS, EVEN TO THE POINT OF INCLUDING BLANK TRANSFER FORMS. THE WRITERS CONCLUDE THAT THE TOTAL COMMUNITY SHOULD BE INVOLVED IN THE EDUCATION OF MIGRANT CHILDREN. (ES)

TEACHING CHILDREN
WHO MOVE WITH THE CROPS

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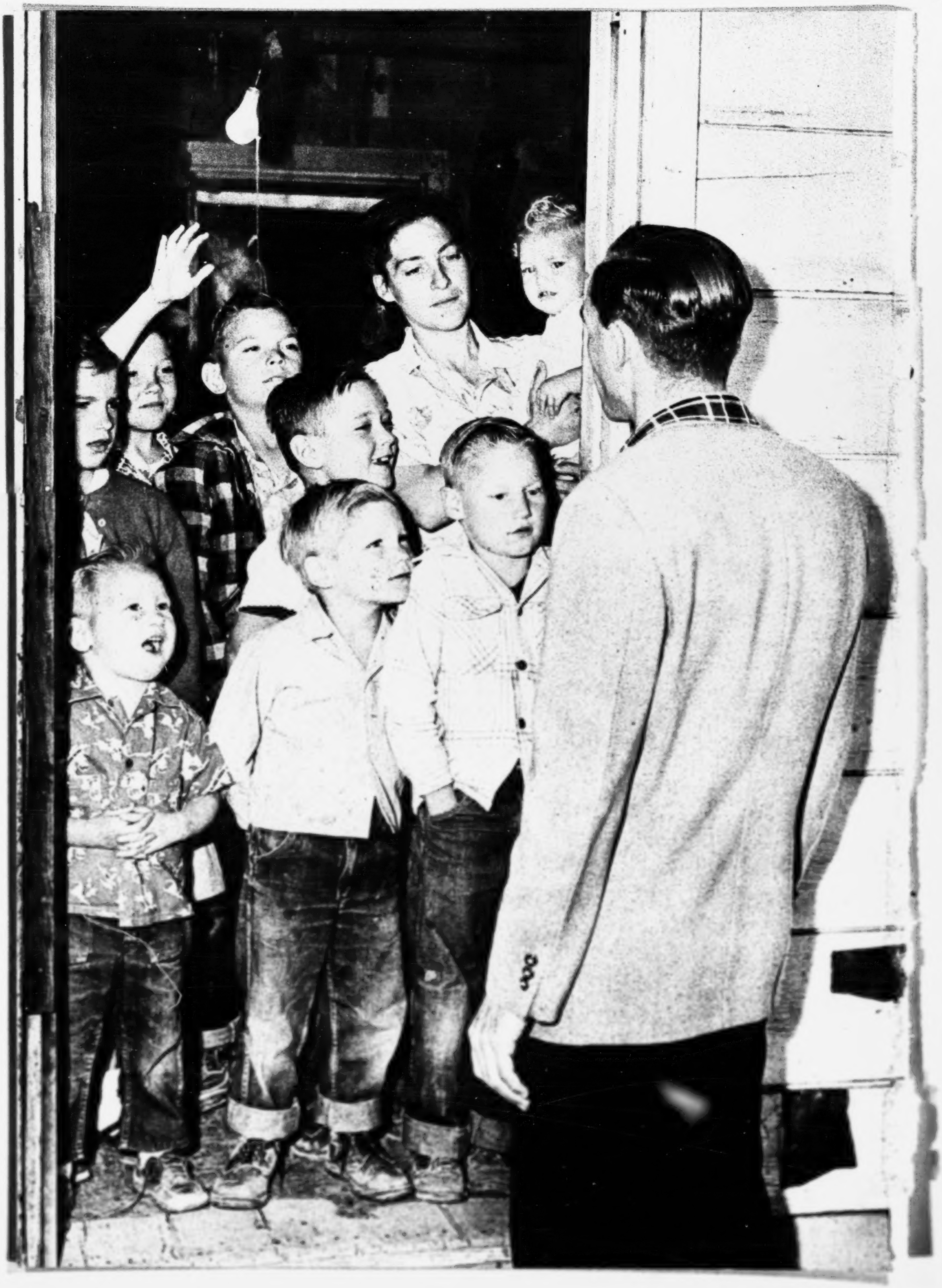

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Teaching Children Who Move With The Crops

Report and Recommendations
of the
Fresno County Project
The Educational Program for Migrant Children

Published by
Walter G. Martin
Fresno County Superintendent of Schools
Fresno, California

September, 1955

Foreword

This is a book for teachers of children who move with the crops, and for all school workers and citizens of your communities who are concerned with providing opportunity for them in our public schools.

These suggestions and recommendations come out of our experience in working with several thousand children who move through the schools of western Fresno County, in the heart of the San Joaquin Valley's cotton "patch". The ways of working described here have proved practical in a wide variety of situations—in three-room schools and forty-room schools, in classrooms where most of the children are living temporarily in cotton camps and in other classrooms where only three or four movers arrive during the year to ruffle the routines.

We have prepared this handbook especially for the many new teachers who come into the program each year. We hope it will also serve as a way to communicate with the other teachers up and down the migrant streams of the nation who share with us in the education of these children, so that we may work together more effectively to give continuity to their learning.

Many people have contributed to this material. The Fresno County Project, a two-year program of practical experimentation, involved school and community workers in these nineteen school districts: Bryant, Burrel, Cantua, Caruthers, Coalinga-Huron, Firebaugh, Helm, Kerman, Las Deltas, Mendota, Oil King, Oro Loma, Raisin City, Riverdale, San Joaquin, Tranquillity, and Westside elementary districts; Coalinga and Tranquillity high school districts. Special acknowledgment should be made to the faculty of those pilot schools which served as centers for intensive work during the project: Coalinga Junior High School; Mills, Parkside, and Riverview Schools, Firebaugh; Huron Elementary School; and Westside Elementary School, Five Points.

We wish also to express appreciation to two people whose research materially contributed to our understanding of this problem: Alberta Choate, for her study of the attitudes of children in contrasting socio-economic groups of western Fresno County, carried on at the University of California; and W. P. Fischer, for his study of administrative problems in schools attended by migrant children, completed at the University of Southern California.

Photographs are from Cantua, Firebaugh, Huron, Mendota, Oil King, Oro Loma, San Joaquin, and Westside elementary schools and Coalinga Junior High School.

Children in these pictures include permanent residents of the community as well as children who move, just as our classrooms do. Photographs were taken by Herb Polson, photographer for the office of the County Superintendent of Schools.

Both the project and this publication were made possible by grants from the Rosenberg Foundation. We hope the material included here will be useful to other schools with similar educational problems; there is no copyright on any part of the book, and materials may be duplicated freely.

WALTER G. MARTIN, Superintendent
Fresno County Schools

HELEN COWAN WOOD, Director
Fresno County Project
THE EDUCATIONAL PROGRAM FOR
MIGRANT CHILDREN

Teaching Children Who Move With The Crops

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1. These Are the Children

School is the measure of opportunity for thousands of children who move with the crops across our farm country. To the child, a good school in the new neighborhood means friends and belonging, interesting things to do, growing ability and self-confidence. To his parents and to the community, a good school means a healthy, happy child; a good citizen; and hope for the future. For many children there will be no opportunity except that offered by the public school.

When the classroom door opens to admit a new child in the middle of the school year and in the middle of the lesson, this is what the teacher must understand: "Unless this child finds opportunity here, he will find it nowhere. His education is the sum total of temporary school stops in classrooms like this, always at the busy time of the year. It can be no better than what I offer him now, for whatever time he is here."

LEARNING ABOUT CHILDREN

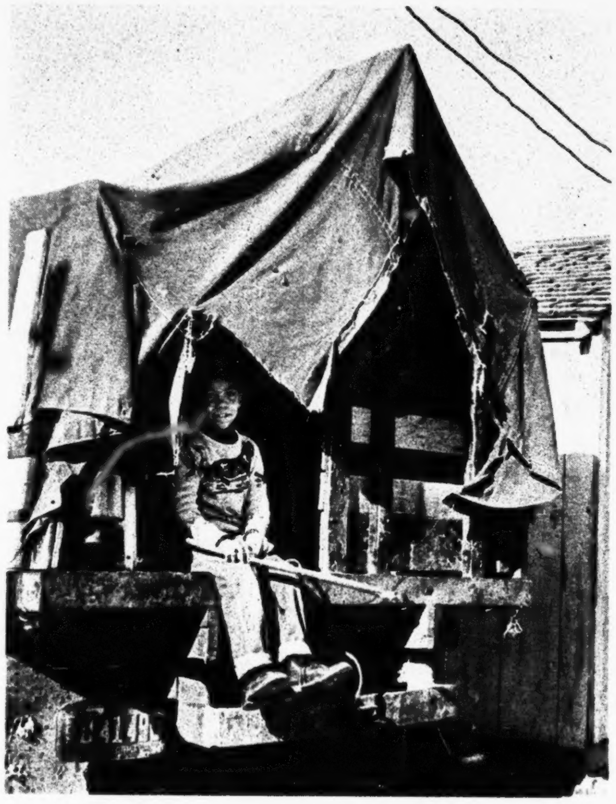
Good teaching always begins with understanding children, and this is particularly important for children of seasonal workers. These are children with special needs, who live in a world few teachers know. The world of the migrant child is the place teachers must start, for school can be useful to children only if their teachers know what has reality for them.

There are a number of experiences new teachers will find helpful before the seasonal children arrive: a visit to the camps or other housing areas where seasonal workers will live; a trip through the farming area with someone who can explain where and how the crops are grown and processed and how the seasonal worker contributes; talking with the school nurse and the child welfare and attendance worker who usually know the camp families best; examining the cumulative record folders of children who have been in the school before; reading some of the books and reports which give a picture of migrant labor nationally. This will build background for understanding the local situation.

But the most vivid and significant insight will come from personal contacts after the children arrive. Every teacher should know well at least a few boys and girls who follow the crops, visiting their homes, knowing their families, taking time to become their friends. From such first-hand experiences, he can build some tentative generalizations about the needs of children in his particular area. Just as important, he will come to understand that though generalizations have value for over-all planning of the school program, they can never safely be applied to individual children, for each child is unique and the differences between children are as great as in any other group of people. One of the dangers everyone has to guard against in becoming acquainted with any new group is the human tendency to make sweeping generalizations based on experience with only a few members of the group.

FOLLOWING THE CROPS

Seasonal migrant farm workers are many kinds of people, gathered together from every available labor source by a harvest or other urgent crop need. They have little in common except the accident of being at work together temporarily. They are not even a group with a common vocation. To say a man is a migrant farm worker is not like saying he is a plumber or bookkeeper, for most people are migrant workers only temporarily, until they can get other jobs. Only a few, probably less than 10 per cent, consider following the crops a permanent way of life. The typical migrant worker and his family are people in transition, moving out of some unfavorable or unfortunate situation, holding down "eating jobs" while they look for a way to better themselves.

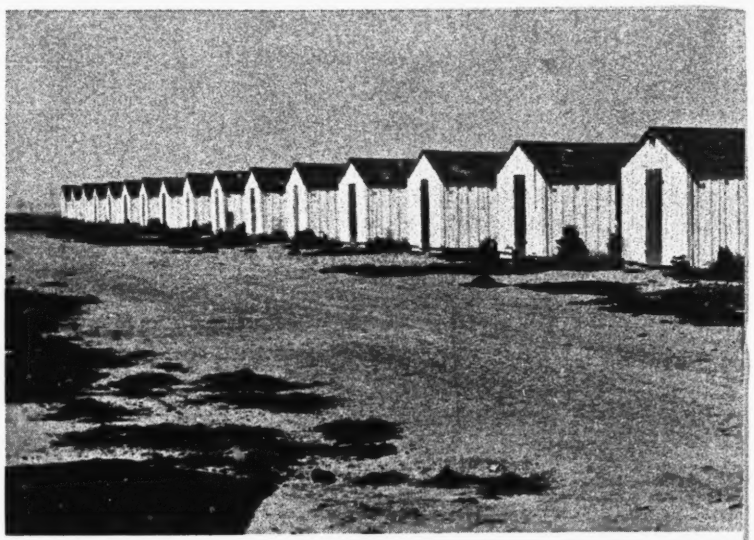


Some of the migrant families are farming people from other areas where a good living was hard to make; some are city people thrown out of work by industrial change or adjustment. A large proportion of the workers on the West Coast are from Spanish-speaking groups, either farm workers from Mexico or American families of Mexican background. Many are Anglo families originally from Southwestern states: Texas, Oklahoma, Arkansas, New Mexico, Colorado, and Arizona. Some Negro families are among the group, though the proportion has always been smaller on the West Coast than in other areas of the country where migrant workers are employed.

Each family follows a fairly independent crop calendar of its own. The people who come together for any one crop activity will have come from many localities and from many types of jobs and will disperse again in as many directions, arriving and departing all through the busy season. Some families follow a regular route, returning each year to the same areas and even the same farms and the same schools. More of them make one move at a time, following the rumor of job opportunities. A great many families, half settled and on their road to permanent residence, make only one or two moves a year, returning to a home base.

THE CHILD AT HOME

Home for the migrant child is a temporary shelter, more like a simple summer camp than anything else most teachers have known. The great difference is that this temporary shelter, in one camp after another, is the permanent condition of home so long as the child's family continues to follow the crops. Usually it is one room in a tent or a cabin, for all family activities. Unless the teacher has a realistic picture of life at home, he can make both foolish and tragic mistakes, for our books, stories, poems, pictures, and courses of study are based on a different conception of children's experiences.



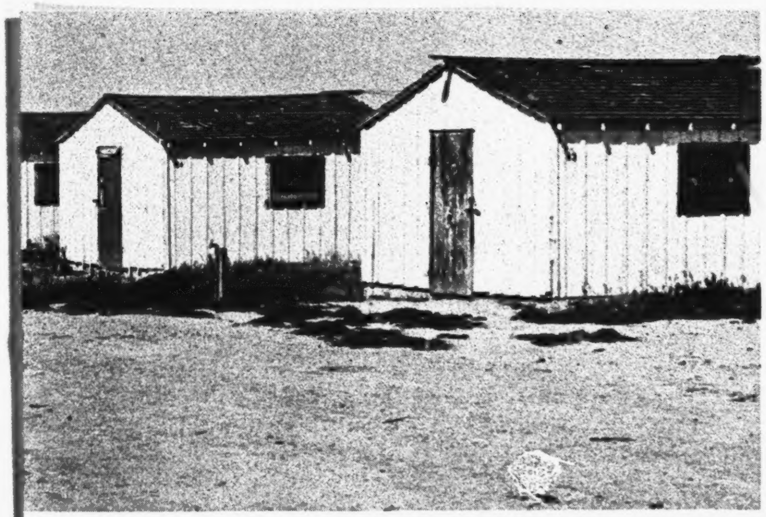
Think, for instance, of the difference which this kind of housing must inevitably make in meal planning, cooking, and serving; in bathing and laundry; in care of the sick; in bringing up babies and small children; in the availability of books, magazines, and music; in types of recreation; in opportunities for homework; in hours of sleep and quality of rest. These are the simple and obvious differences; attitudes and values grow differently, too, as people make adjustments to living under these circumstances.

Though wide differences exist, family relations are often warm and close, with the family unit apparently an even more important source of security for children than it is where the other circumstances of life are more stable. Many families are large, often including uncles, aunts, cousins, or grandparents as well as brothers and sisters. Boys and girls take a large share of family responsibility, especially in taking care of younger children; they become wage earners as soon as they can; they grow up young. A great degree of permissiveness is typical in the way small children are brought up, since there are not so many things to break, so many appearances to keep up, so many cultural pressures toward conformity as in more conventional homes. At the same time the authority of the parents is stronger and more unquestioned, especially that of the father; children do not commonly share in making decisions or plans. Punishment is apt to be forthright and physical, and language may be stormy, but anxiety and emotional tension seem to be less.

BETWEEN TWO CULTURES

Home differences for children from Spanish-speaking families are even greater. In addition to conditions of poverty and uncertainty, of temporary and minumum housing, the Spanish-speaking child has the difficult task of growing up in two languages and in home-school cultures which contrast even more greatly than for his Anglo or Negro neighbor. He comes to an English-speaking school with Spanish ringing in his ears. He eats a Mexican breakfast and dinner, and an American lunch in the school cafeteria. He lives in precarious balance between the values of home and the values of school in his relations with adults, and at the same time makes other delicate adjustments to both Mexican-American and Anglo classmates, as he learns to be simultaneously a good American citizen, a good son or daughter of a Mexican family, and a successful member of his peer group.

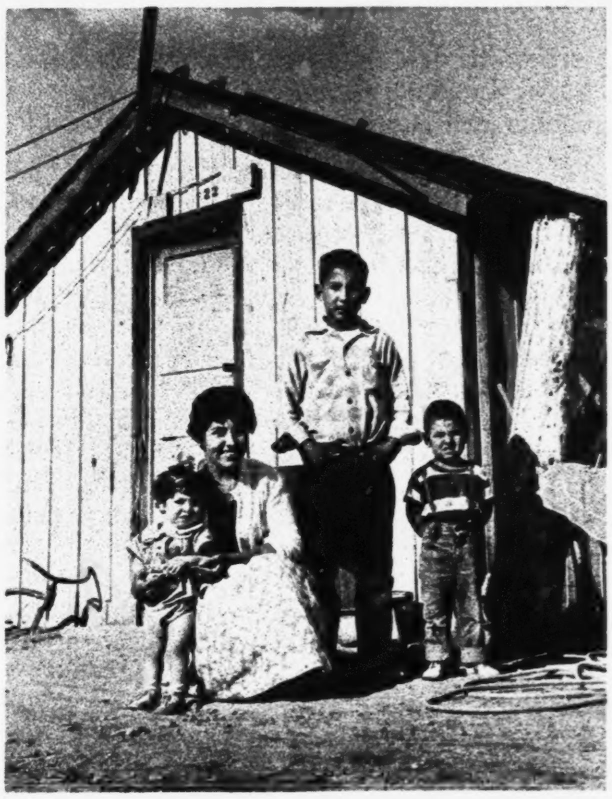
Family living moves outdoors.



A cotton picker's camp.

EDUCATION ON THE MOVE

All these conditions of living inevitably mean a school experience with many interruptions and many gaps. Each time a family moves, the child loses school time while he is on the road, and usually at both ends of the move while the family gets ready to leave and while it is settling into a new location. Lack of clothing, food, and dental and medical care also keep children out of school, especially during periods when there is little or no work.



Older children share family responsibility.

In many cases attitudes of both children and parents contribute to irregular attendance as well as to early school leaving, for one must value education very highly indeed to make the necessary effort to attend school in the face of the many economic and social pressures against it. It is hard enough to enter a strange school among strangers without the handicap of unsuitable clothing and no money for lunch. Mother and father cannot both work in the fields unless someone stays at home to take care of the babies, especially when there is sickness. School is not very attractive or satisfying when one is always "behind".

Most parents value education as an opportunity for their children, but sometimes the immediate need for their services looms larger than an uncertain future. Like all parents, they want their children to have *more advantages than they had.* Almost all of them would like their boys and girls to go to school at least two or three years longer than they did; many of them, however, ended their own schooling in the early grades. For some parents school was not a pleasant or profitable experience, and they cannot understand how school as they remember it can help their children.

These are realities teachers must accept with understanding if they are to help boys and girls who attend irregularly. Such understanding also heightens appreciation of the effort and sacrifice made by the many courageous mothers and fathers who are resolved that their children will get an education in spite of all these difficult circumstances of their present way of life.

A SCHOOL PROGRAM TO FIT

These are children who belong to many schools, many teachers, and many communities. Almost everywhere they are welcomed into the regular community school, not set apart in emergency camp schools. Attendance and child-labor laws are being enforced so that children's right to an education is safeguarded.

But getting children into school is only the first step. School people are now at work on the knottiest problem of all—providing a school program which has meaning and importance for these children, which helps each child learn at his own level and

SAN JOAQUIN SCHOOL
SAN JOAQUIN GRAMMAR SCHOOL

Good busses and good roads make it possible to bring children to community schools.

The community assists the school in providing needed clothing.

his own pace, which takes into account the special needs of children who move, and does all these things without limiting opportunity for the children who stay.

Too often in the past these children who belong to everyone have belonged instead to no one. As they moved from one crowded classroom to another, visitors for the crop season, the regular school program marked time. No wonder. Migrant children do not fit the traditional school pattern at all. When the school program and procedures are designed as if all the pupils were permanent, there is little else a teacher can do except to mark time, for the practical problems of educating children who move are overwhelming in such an unrealistic situation. They come in the middle of the term, with none of the background the teacher has so carefully built up for the rest of the class, and they cannot learn what the rest are ready to learn. Many of them understand little English and speak less, in a program planned for children who have been learning English since they were born. They are absent often, and then leave school altogether just when the teacher is "beginning to get some place."

But once this responsibility to all the children is fully realized and accepted, schools find other ways to work. With a school program tailored to the actual situation, children who move fit right in and learning continues for everyone without interruption. MOREOVER, THE KIND OF PROGRAM WHICH ENABLES A TEACHER TO MEET THE SPECIAL NEEDS OF MIGRANT CHILDREN PROVES TO BE A BETTER PROGRAM FOR MEETING THE NEEDS OF ALL CHILDREN. Many children in the permanent community share the same special needs, or some part of them. All children benefit by a flexible program, focused on individuals, and by the enrichment and vitalizing of learning activities suggested in the following outline which indicates how a program may be built to the special requirements of a school which serves the needs of children who move.

Classroom Program Recommended for Schools Where Children Move

SPECIAL NEEDS OF MIGRANT CHILDREN

1. WELCOME

Children who move need first of all to find a warm welcome and a chance to belong in the school community. Their lives already hold so much uncertainty that they cannot feel like outsiders or intruders without damage to their own self respect and self confidence, to their feelings about other people, and to their attitudes toward school. Very little other learning can take place so long as the child is anxious and preoccupied about his status with other children and with the teacher. The experiences of being a full member in the school society are basic to good citizenship; because his family moves so often, he may never have the opportunity to belong to any other community where he can learn what it means to be a citizen.

2. WORK

They need interesting, challenging work to do from the first day, work for both head and hands. They need a classroom which is full of nourishing ideas for a child's mind to grow on. They need to build up their own limited background with direct experiences of many kinds; they need a chance to push back their horizons and to understand their part in the larger world. They need tools and materials, and time and opportunity to work alone and with other children at absorbing tasks concerned with important learnings. Only the school provides the kind of rich workroom in which such growth can take place.

SUGGESTIONS FOR PROGRAM PLANNING

1. WELCOME

Have materials organized and ready so that you can take in a new pupil any time without a sense of emergency.

Work out ways of welcoming and orienting the newcomer with other pupils so that they know what to do and will feel a warm welcome toward him.

Establish a daily schedule that has room in it for whole-class activities, small-group work, and individual help.

Find out as much as you can about the new child's interests and special abilities so that he can use them to make a place for himself.

Broaden the base of participation in all school activities so that more camp children can be included.

2. WORK

Make your classroom a workroom to encourage active learning. Set up work centers in the room where children can use a variety of materials for different kinds of activities. Provide books on all reading levels and allow children to use them freely. Keep bulletin boards stimulating and change them often.

Start a unit of work the first day of the term, and keep one under way all year. Organize each one around important social studies and science content, so that all activities will deal with essential learnings. Let new children join in at whatever point they enter.

Include study trips, resource visitors, and many audio-visual materials to broaden backgrounds and to make sure children will learn even though they have poor reading skills.

Plan many creative activities in art, music, dramatization, rhythms, writing, and construction to give children opportunity to handle and express their new learnings.

SPECIAL NEEDS OF MIGRANT CHILDREN

3. SKILLS

As a result of broken school experiences and time missed, a great many migrant children are seriously retarded in learning skills. These handicaps are especially acute if the child missed out on the systematic learning program of the first few grades; by the time he is in the intermediate or upper grades, the learning difficulty has been compounded by years of failure. Every child can show growth, and often amazingly rapid growth, when he is given help at his own level of need. Such help must be given quickly and efficiently, for every school day needs to count for these children.

SUGGESTIONS FOR PROGRAM PLANNING

3. SKILLS

Set up a system for making a rapid diagnosis of skill needs during the first week the child is in school, and base the instructional plan for him on this information.

Organize reading, arithmetic, and spelling instruction so that groups within the class can work at different levels, according to need. Use as many methods as possible whereby children working at the same level can help each other. Save some time each day when you can work with individuals on unusual problems.

Organize books and other learning materials in some central place in the school so that you can lay your hands immediately on materials for any grade level.

Develop progress charts and other methods so that both you and the child can clearly see the gains he is making and the next step in his learning program.

Work out some way to give specialized individual help in addition to the work in the classroom for severely retarded children in the middle and upper grades.

Provide help with other skills on which the child may have missed out: physical education, art and industrial arts, writing, language, study and planning skills, and others as the need is found.

4. LANGUAGE

Children from Spanish-speaking homes need intensive help in learning English at school, since their future lies in the English-speaking world. Because they often speak Spanish exclusively outside the school, their power in English grows slowly. They need specific help in comprehension, vocabulary, and power of expression, in a school program which encourages a great deal of oral participation. Children who speak the most English almost invariably speak the best English. They need to want to speak English and to become a part of the English-speaking community, or opportunity will be limited for them.

4. LANGUAGE

Set up many situations where children wish to participate in English discussions, conversations, and sharing because of their interest in the activities. Provide security, acceptance, and status for Spanish-speaking children, so that they will be free to use their limited English.

Emphasize the types of activities which involve oral expression. Provide for much discussion in small groups.

Urge and encourage the use of English at school at all times, but show respect for the Spanish language and culture and appreciation of the value of knowing two languages.

Build vocabulary and depth of comprehension in connection with all firsthand experiences and as a part of all reading activities.

SPECIAL NEEDS OF MIGRANT CHILDREN

5. LIVING

Living problems have unusual urgency and importance for these boys and girls. They need help with health practices, guides to safe living under camp conditions, ways to make their homes more comfortable. They need resources for wholesome recreation. Learning about these things which can contribute to better living right now has a reality and purpose which can make school important in their lives. Because so many will take on adult responsibilities at an early age, they need a program which will help them with home and family living, with earning and money management.

6. CONTINUITY AND GOALS

When children move from school to school, they need an inner compass, goals and purposes they have made their own, for they will have less continued guidance from interested adults than most boys and girls. They need to know and be confident of their own abilities; they need to know their weaknesses and what they can do about them. Unless they see what education can do for them, they will waste time as "attendance law prisoners" and then drop out at the first opportunity. They need a wider acquaintance with job possibilities and realistic knowledge of what is involved in preparing oneself for jobs which interest them, and they need this guidance while they are still in elementary school. Most importantly, they need the kind of help a good teacher can give them in building a value system which will help them set their goals and make their choices.

SUGGESTIONS FOR PROGRAM PLANNING

5. LIVING

Base health and safety instruction on the needs you discover in the camps in your area. Teach health and safety habits through activities in the school so far as possible, so that children will have guided practice. Make teaching suggestions practicable for the actual situations in which they live.

Include instruction in home and family living in all grades. In Grades 7 and 8 plan as comprehensive a program in homemaking and industrial arts as possible for both boys and girls. Much can be done even in a regular classroom if no special facilities are available.

Plan physical education, music, and craft learning activities which will have direct carry-over to enrich family and camp recreation.

Emphasize real problems in money management through the arithmetic program, in homemaking, in shop, and wherever opportunity is found. Arrange for children to have experiences in planning and buying for school activities which involve money.

6. CONTINUITY AND GOALS

Send as much information as possible with the child to the next school. Have him help set up his file and build a collection of significant materials which will guide the next teacher in carrying on his learning program.

Point out and underline the value of education at every opportunity. Use every device you can invent to help children see what they are learning and how they are growing in power.

Teach about jobs and the world of work as part of the social studies units in every grade, beginning in kindergarten. Include a unit focused on vocations in Grade 7 or 8.

Involve pupils in planning and making decisions in the life of the classroom group. Help them make their values explicit in repeated situations where they must think through the reasons for their choices.

School
California.
Second
Grade News.
have a new girl.
name is Maria.
is from

Such a program, even where it is worked out rather fully, does not solve all the problems of teaching children who move with the crops, for these are problems intricately tied up with all the complex, changing social and economic problems of migrant labor and large-scale agriculture. But it does give teachers the satisfaction of feeling progress and direction in a situation which has too often been deeply frustrating. And it takes us a step further toward achieving for these boys and girls the high goal of public education in America: equal opportunity for all children to develop their full potentials as persons, as workers, and as citizens.

The remainder of this book is devoted to describing practices and materials used by teachers who are seeking ways to implement this program.

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2. A Good Start for the Newcomer

A good start in a new school means friends and friendliness, a chance to belong, and work one can do. These are what the child hopes to find, and dreads not to find, on that first anxious day when he leaves the security of home for the strange new school. These are what the teacher is concerned to provide for the newcomer at his door, for he knows that learning cannot start until the child is relaxed and comfortable, ready to enter into the life of the school with zest and confidence.

Planning for this warm welcome begins before the newcomer arrives. It involves the organization of materials, the classroom environment, the daily schedule, and the selection of class activities so that the school situation will be, from the first, one which will accommodate itself comfortably to the coming and going of children through the term. It includes setting up orientation procedures and routines which draw the new pupil quickly into the class circle. Most of all, it means preparing a hospitable group of children who look forward with anticipation to the arrival of newcomers.

Friendliness grows as one helps other people. Planning for new pupils and having an active part in the welcoming activities are invaluable learning experiences for all the children of the class.

Children will think of many ways to help. Many of them will have little difficulty understanding how it feels to be new, because they have had the same experience. The teacher can help to build a warm spirit of friendliness and understanding in the group by having them recall their own experiences, work out class plans for making new children feel welcome, and take specific responsibilities in the plan. It is a good idea to pass these responsibilities around often, sharing them with new pupils as they in turn become oldtimers.

Children can help on the bus. Many newcomers have their first experience with the school in the bus which picks them up. One or more of the older children on each bus run can take responsibility for welcoming new children, introducing them to other boys and girls, pointing out interesting sights along the way, and taking them to the office for registration.

Showing the newcomer his locker.

Others can help in the office in the early mornings as the busses arrive. On days when many new families have moved into the area, the office is sometimes a bewildering place. One or several regular students can be of great assistance to welcome new pupils and their parents while the office staff is busy and to accompany them to the assigned room after registration. If the school plant is large, it is helpful to have other student assistants at the main entrances to give directions to the office. Children who speak Spanish will find that their second language is a great advantage in making new families feel at home.

Welcome to the playground.

Each classroom can use a host and hostess to greet new children at the door, introduce them to the teacher, and help them get settled, explaining the room's features and activities. Other children can have the job of seeing that desks and books are ready, with all the supplies the new child needs prepared beforehand in individual stacks.

A "big brother" system is used effectively in many rooms. Each new child has an old-timer for his guide and friend, whose responsibility is to show him about the school, pointing out rest rooms, playground, the nurse's office, and other facilities; initiating him into cafeteria procedures; introducing him to other children; and seeing that he is included in games and activities.

TIME TO EXPLORE

Most children need a little time and privacy, too, on this first day. Too much attention may be as overwhelming as too little. Invite the new child to join any of the working groups he wishes, select his own books from the library table, try the arithmetic and spelling work he chooses, use the materials in the various work centers of the room. This will give him a chance to feel his way into the new situation, and save you time by revealing incidentally a great deal about him. During the next few days you can use the period scheduled for individual work to give him such formal and informal surveys as will help you know his needs more exactly.

ONE OF THE GROUP

Where the class has become a real group, living together in a community of interests, activities, and purposes, the new child will not be an outsider long. He will usually need first to watch, then to have some work he can do by himself by the side of others who are working, and then he will be ready to move into the vortex of class life. This happens faster for some children than for others, but it is speeded up for everyone where plans have been made to have it happen, where the invitation to become one of the group is plain and opportunities are many.

Exploring materials.

The class as a group which welcomes newcomers can be dramatized in many ways. One third-grade class has an evergreen tree for its symbol, each leaf bearing the name of a member of the class. A new leaf is made and fastened to the tree when a new child comes in; old leaves are removed when a class member moves. Some classes keep a class scroll on the bulletin board making a ceremony of adding the new name, showing the date of entering and leaving for each pupil. A loose-leaf class book sits on the library table in an eighth-grade room. Each new pupil writes a brief autobiography to enter as his page, and as new talents are discovered or contributions made the teacher or the class historian adds to the page. When the child leaves, his page is moved to a special section in the folder, and his forwarding address is entered so that others may write to him. This book is always available to everyone, and in busy use much of the time. Just the ceremony of making a name card for one's own desk helps to build belonging.

A welcome song which they wrote themselves is used by one fourth-grade class to sing at the close of the day whenever a new child has entered: "There's a welcome here, a welcome here, a warm, warm welcome here—"

Anything which symbolized class unity helps children feel part of the group. A name for the class—The Pioneers, The Beavers, the Coast Rangers—is particularly appealing to middle graders and sometimes to older boys and girls. If the class has an emblem, a badge, or a flag, the new member can be presented with a symbol as part of the welcome extended to him.

The more jobs there are to be done for the class, the more opportunities there are for participation. Many officers, committees, and monitors, changed often, will give everyone a chance to share the good feeling of leadership and importance to the group. Keep some jobs which do not require experience in the group just for the newcomers. Before they leave the first day, see that they have a job to take care of tomorrow: mixing papier mache, putting up paper on the easels, counting the lunch money. Being needed is even better than being wanted.

In the lower grades the part of the teacher in making the child feel at home is more obvious than in the middle and upper grades, where he tries to pass the ball to the children, setting the situation so that the right things can happen. This is partly because the beginning stages of group life for primary children need more teacher support. Take time to make the child feel happy, comfortable, and secure. Be liberal with smiles in his direction; be easy, slow-moving, and friendly. Include his coming in the daily news you write with the class. Draw him into small-group activities, and include him in small conversational groups where he will find it easier to participate than with the whole class.

AN IMPORTANT INDIVIDUAL

From the first, show the new child that he is recognized as an individual whose personal welfare and progress is important. A desk of his own, a locker, his own belongings have an importance which is hard

Getting acquainted during work period.

Diagnosis begins with health.

to realize. For the child who moves they are symbols of his individuality in a life which has very often been anonymous and impersonal, where he has had few things to call his own.

Have the child help set up two personal files, one for the class box where he will build a collection of his best work papers, one for your own desk drawer to use in planning his learning program.

DIAGNOSING EDUCATIONAL NEEDS

Knowing the new child's needs, as exactly and specifically as possible, is basic in planning a program which will give him success and growth. For the child who moves with the crops, diagnosis must be made quickly, so that no school day will be wasted, and economically, because most of the children enter at the teacher's busiest time of year. The first survey of needs will necessarily be somewhat superficial and tentative, but it should provide data on which the teacher can plan with some assurance that the child is using his time to best advantage.

The following plan has been devised to aid the teacher with a systematic program of observation and analysis during the first few days. In so far as possible, it makes use of regular instruction, without extra work. Some suggested activities can be carried out by the child alone or working with a friend. The few cases which call for the teacher's individual work with the child take only minutes. Not all procedures are usable in every class; materials which involve children's own writing are intended for boys and girls who are advanced enough to handle this task.

1. Set up two files for the new child the day he comes. Use standard manila folders or make your own by folding a piece of 12 x 18'' construction paper in such a way that one side is a little longer than the other, with space at the top to write the child's name.

One file is for your private use, to contain the pupil's cumulative record card, test data as it accumulates, jottings you make as you see needs, and the RAPID SURVEY OF EDUCATIONAL NEEDS which is your guide for the first week's observation and analysis.

The second file is for the child's use, so that he can participate in making this record of his own needs and growth. This serves an instructional purpose as long as a child is in the school, and builds a record you can send to a new school if he transfers. Into this folder will go samples of his first week's work, a sample of his best work in every subject each month, and other materials described below.

2. Have the child fill in his name and other data at the top of the sheet, MY WORK RECORD, on the first day. Put this in his own file folder where he can make entries on it regularly during the time he is in school.

3. Have him fill out MY INTERESTS on his first day. Some children will need to work with a friend on this.

4. Fill in the RAPID SURVEY OF EDUCATIONAL NEEDS as you obtain the data. Try to complete this the first week. Do this in the easiest way you can to get the information you need.

Samples of the READING KIT, RAPID SURVEY: ARITHMETIC, and RAPID SURVEY: WRITTEN LANGUAGE SKILLS, suggested for use in connection with the RAPID SURVEY OF EDUCATIONAL NEEDS, are included in Chapter 4, which deals with the learning skills.

This is only the beginning of diagnosis. The process of learning about children and their needs goes on continually as new facets of their personality and working habits are revealed during instruction, on the playground, and as the teacher sees them in their community and home setting.

RAPID SURVEY OF EDUCATIONAL NEEDS
(Grades 2-3)

Pupil:

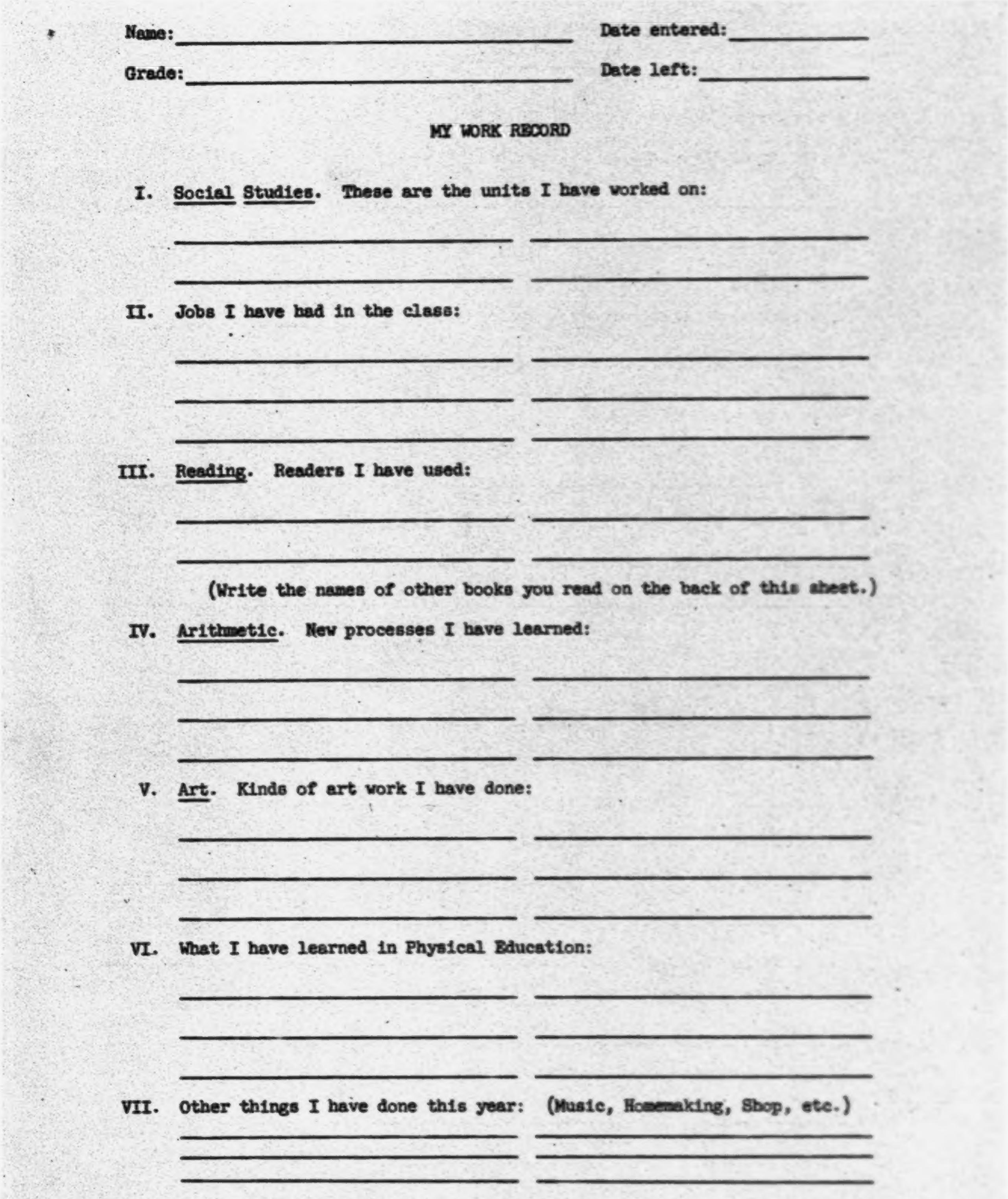
Week beginning:

Items to Check	Suggested Method
1. Understands English ___Well ___Imperfectly ___Poorly	Observation
2. Reads at these reader levels: Instructional level, Gr.___ Independent level, Gr.___ Needs help with these skills: ___Alphabet ___Sight words ___Word endings ___Compound words ___Consonants ___Consonant blends ___Consonants in context ___Substituting consonants ___Vowel sounds ___Vowel combinations ___Mechanical skills adequate but lacks comprehension	Reading Kit
3. Speech before group: ___Clear and comfortable ___Halting or confused ___Extremely shy Speech difficulty:	Observation
4. Writing and Spelling: ___Does not write ___Uses manuscript ___Uses cursive ___Very poor ___Fair quality ___Excellent ___Can copy a simple sentence from the board ___Can write a simple sentence from dictation ___Can write a sentence or more of his own ___Can do regular work in speller for Grade___	Regular work
5. Arithmetic: ___Can count by rote to 100 ___Can count objects to 20 ___Recognizes number groups to 10 ___Can count by 2's ___Can write numbers below 100 from dictation ___Recognizes coins ___Can count money to $1 ___Can make change to $1 ___Knows addition combinations to 10 ___Knows subtraction combinations to 10	Regular work and individual check
6. Health problems needing special consideration: ___Energy level: ___Vision: ___Hearing: ___Limited Activity:	Transfers Nurse Observation
7. Special interests and abilities:	Observation
8. Attitudes toward himself and others:	Observation

RAPID SURVEY OF EDUCATIONAL NEEDS
(Grades 4-8)

Pupil: Week beginning:

Items to check	Suggested Method
1. Understands English ___Well ___Imperfectly ___Poorly	Observation
2. Reads at these grade levels: Instructional level, Grade ___ Independent level, Grade ___ Needs help with these skills: ___Alphabet ___Sight words ___Word endings ___Compound words ___Consonants and blends ___Meaning and initial sounds ___Vowel sounds ___Syllabication ___Mechanical skills adequate, but comprehension poor	Reading Kit
3. Speech before group: ___Clear and comfortable ___Halting or confused ___Extremely shy Speech difficulty:	Observation
4. Spells successfully at grade level___ Can write from dictation at level___	Rapid Survey: Written language skills
5. Can write his own ideas: ___Not at all ___A simple sentence ___A short paragraph ___Fluently ___In good form ___Readable but with errors ___Unreadable	Writing Assignment
6. Arithmetic. Grade level for textbook ____ Needs help in these computational skills: ___Addition facts ___Subtraction facts ___Multiplication facts ___Division facts ___Fractions ___Addition processes ___Subtraction processes ___Multiplication processes ___Division processes ___Decimals Can do simple problems involving practical needs of children at grade level ____	Rapid Survey: Arithmetic
7. Health problems needing special consideration: ___Energy level: ___Vision: ___Hearing: ___Limited activity:	Transfers Nurse Observation
8. Special interests and abilities:	Observation
9. Attitudes toward himself and others:	Observation



Name: ______________________ Date entered: __________

Grade: ______________________ Date left: __________

MY WORK RECORD

I. Social Studies. These are the units I have worked on:

II. Jobs I have had in the class:

III. Reading. Readers I have used:

(Write the names of other books you read on the back of this sheet.)

IV. Arithmetic. New processes I have learned:

V. Art. Kinds of art work I have done:

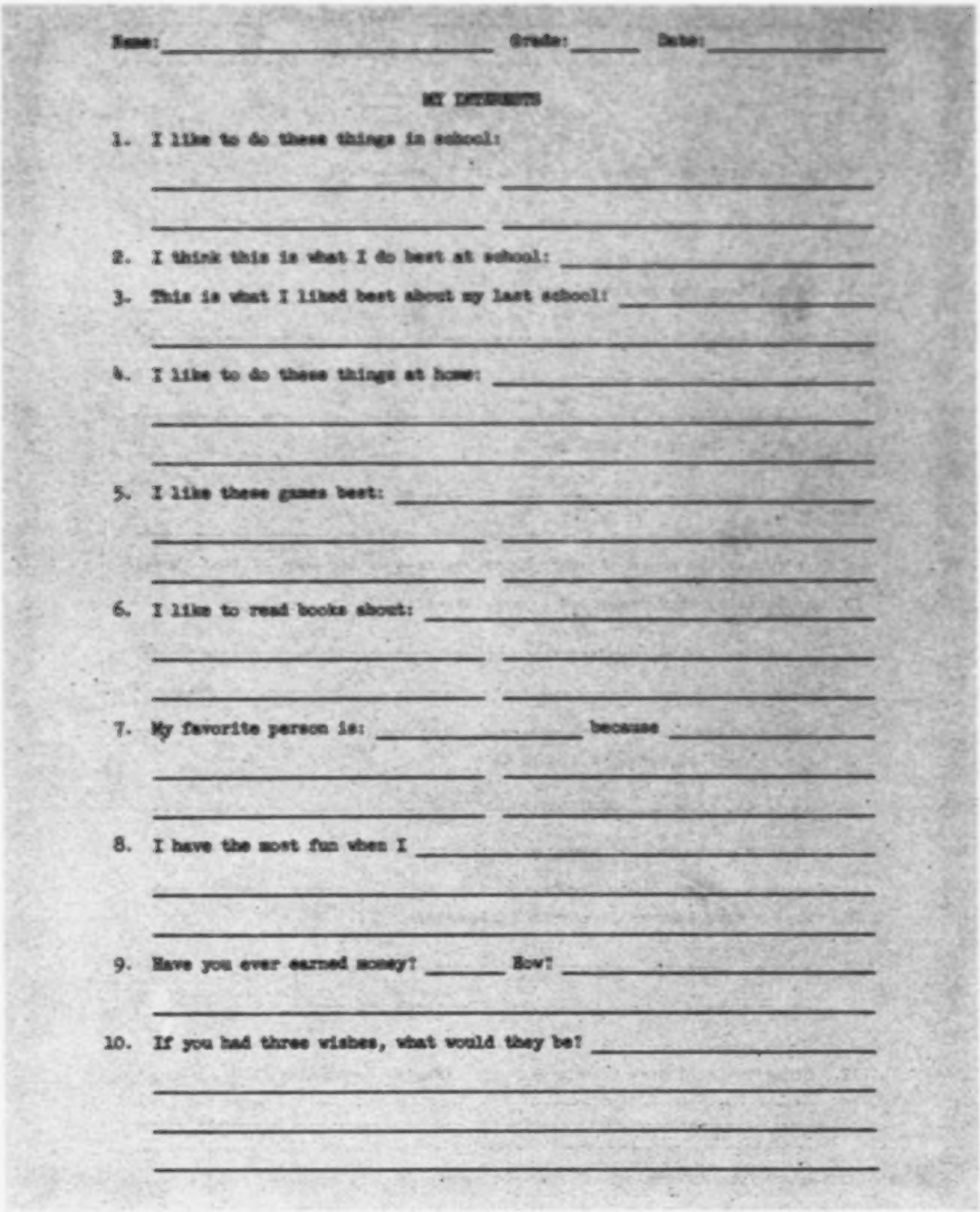
VI. What I have learned in Physical Education:

VII. Other things I have done this year: (Music, Homemaking, Shop, etc.)

DAILY PROGRAM

The daily schedule is a time budget which can help a teacher make the available school minutes serve the kind of program needed by his class. A schedule like this which takes these special needs into account can immensely simplify life in classrooms where children move:

1. The first period in the morning needs to be planned so that the teacher is free to take care of records and routines while the children are profitably busy. Daily attendance, excuses for absence, and lunch count are all apt to be more complicated than in most schools. With a flexible period of 15 to 30 minutes scheduled, you can follow this plan:



Name: ____________ Grade: ______ Date: ____________

MY INTERESTS

1. I like to do these things in school: ____________
2. I think this is what I do best at school: ____________
3. This is what I liked best about my last school: ____________
4. I like to do these things at home: ____________
5. I like these games best: ____________
6. I like to read books about: ____________
7. My favorite person is: ____________ because ____________
8. I have the most fun when I ____________
9. Have you ever earned money? ______ How? ____________
10. If you had three wishes, what would they be? ____________

Take time to start the day with a good group feeling by singing a song together, having a five-minute conversation period, reading a class news bulletin, or some other activity which brings the entire class together and means to children that school has begun.

Quickly review the planning for the first period's independent activities. Make this plan with the class the afternoon before. Unit activities, use of work centers, time for daily writing, or review practice guided by blackboard directions are all practicable. The important thing is that it be a profitable activity children can carry on independently.

2. Set aside a regular period in the day to work with individual children. When new pupils enter, this can be the time you need to discover individual needs and to give extra help. Teach the other children to use this time profitably for independent activities. Always have a specific assignment or suggestion for those who need it.

3. Save the last few minutes every day to summarize, evaluate, and plan with the class. Help children see what the most valuable learnings of the day have been, and give them some definite interesting project to look forward to the next morning.

4. Provide time every day for an interesting whole-class unit which can serve as the center of class life, building group solidarity.

5. Provide time for small-group work in the skills. Include specific provision for working on language with Spanish-speaking children in the first grade and kindergarten.

The programs at the right have met these needs for some teachers. Perhaps they will suggest a way of working that fits your situation.

The importance of this kind of good start for the child who moves can hardly be overemphasized. When he comes into a situation where these procedures have been established as routines, he quickly becomes part of the on-going class activities. Because the class and the teacher are undisturbed, his own fears and uncertainties disappear; the spirit of friendliness and busy, purposeful living are contagious. Whether he stays for many months or for a few weeks, the good start has made it possible for him to make the most of the learning opportunity. And time has not been wasted even if the good start is all he gets and he moves along again in a few days; he has had a happy experience that has built a good feeling about school and education and will make his next school stop more profitable.

A PRIMARY PROGRAM

9:00-10:00	Opening group activities Social Studies unit or work period (planning, discussion, activities)
10:00-10:10	Recess
10:10-10:50	Reading or Language Development
10:50-11:20	Recess and Physical Education
11:20-12:00	Reading or Language Development, Music
12:00-1:00	Lunch
1:00-1:50	Story, Numbers, Writing
1:50-2:00	Recess
2:00-2:30	Individual work, evaluation, and closing activities

A MIDDLE-GRADE PROGRAM

9:00-10:30	Opening group activities Social Studies unit (planning, discussion, activities)
10:30-11:00	Recess and Physical Education
11:00-12:00	Reading
12:00-1:00	Lunch
1:00-2:30	Story, Arithmetic, Language Arts
2:30-2:40	Recess
2:40-3:00	Music
3:00-3:30	Individual work, evaluation, and closing activities

AN UPPER-GRADE PROGRAM

9:00-10:30	Opening group activities Social Studies unit (planning, discussion, activities or Home and Shop Arts 3 days per week)
10:30-10:50	Recess
10:50-12:00	Reading and Language Arts
12:00-1:00	Lunch
1:00-2:00	Arithmetic Music
2:00-2:30	Recess and Physical Education
2:30-3:30	Individual work, evaluation, and closing activities (Social Studies for 45 minutes 3 days per week with a Home and Shop Arts program)

3. At Work in the Class Community

In a work-centered classroom, sparking with ideas and humming with important learning activities, there is always room for a newcomer and a job waiting for him.

It matters very little that he has come in the middle of the study. So long as there are tools and materials to work with, interesting projects afoot, and enthusiastic companions, he is drawn into the center of the work program at once and his learning has begun.

How valuable that learning will be to him depends on teacher planning. For these children whose school opportunities are more limited than most, there should be no waste motion. Learning activities need to be carefully chosen to focus on important understandings, to develop needed skills, to mold attitudes and values. They should help children grow in personal power—in knowledge of a broader world, in power to organize and use what they know and to express their ideas, in ability and desire to go on learning wherever they are all their lives. They should increase understanding of other people and ability to work with them, foster respect for law and the ways of democratic living, build citizenship for the communities of which they will be part and for their country. Each learning activity should have its well considered purpose; and so much the better when it can be organized to serve several purposes at once.

A FRAMEWORK FOR CONTINUITY

Such learning opportunities can be planned well within the framework of the units of work already set up in most courses of study. The objectives of public education for children who move are not different from those for all the boys and girls for whom this planning has been done. Because of the special circumstances of their lives, they do have special needs which should be considered if these units are to serve them well. But the continuity encouraged by a planned framework is even more important for children who move than for those who stay in one school under the uninterrupted guidance of one teaching staff.

Fortunately, there is quite general agreement in the pattern of units, so that as a child moves from school to school he is not apt to miss large areas of important learning. The study of home, family, neighborhood, and a widening community are centers for the units outlined in most school systems for the kindergarten and primary grades; the state and the United States are the focus for units of grades 4 and 5; the rest of the world is explored in the units of Grades 6 and 7; and in Grade 8 the geography, history, and government of their own country are the subject for intensive study.

ADAPTING THE PROGRAM TO CHILDREN WHO MOVE

But all good units are planned with the needs of particular boys and girls in mind, as well as the general needs of all boys and girls. What difference does it make when a class will include a moving group of children who follow the crops?

These are some of the recommendations teachers are making as they experiment with more effective ways to work with a mobile group:

TIMING. Start a good unit on the first day of school; don't wait for the new children to arrive. Children who move need to come into a dynamic situation. The interest created by a unit in high gear will motivate them to fill in whatever background is absolutely essential; if a child cannot stay for the entire unit, he will usually find that the learning activities which come at the middle or the end of a unit are fully as valuable as those at the beginning.

All units are made up of many related activities, each reinforcing the others but complete in itself. At the time of year when many children are staying for a very short time, work activities can be made more satisfying for them if they are planned so that each enterprise in which they are involved can be finished within a few days. This is better than planning a miscellany of short, independent units, because the related learnings can have their cumulative effect for each child as long as he stays. Save the activities which take a longer continuous period for development until another season when moving is not so rapid.

Some units in the year's plan have more specific value for migrant children than others do. When this is the case, schedule those more valuable ones for the time of year when your school has its largest moving population.

MATERIALS. All children, no matter what their school background or their skills, are fascinated by opportunities to explore and use materials. One of the most certain preparations a teacher can make to give children a good work start is

Gardening is fun.

Everyone likes to work with clay.

Workrooms for Learning

Every child finds a job to do in classrooms like this.

Reading is easier when it is about something you have made.

Family life education begins in kindergarten.

TRANSPORTATION

Trips into the community provide first hand material for many school activities.

Working together makes good friends.

Experiments with electricity are fascinating to children of all ages.

Books of many kinds invite children to explore their world.

Experiments make science real for children.

Educated hands are inportant, too.

to furnish his workroom with a variety of materials: craft materials, art and music materials, reading and writing materials, educational games, models and collections. This is as true in an eighth grade as in a second grade, providing only that the selection is appropriate for the children's age.

A school does not have to be rich in funds to be rich in materials children like to work with. Old magazines to read and cut; paper for making booklets; clay and papier mache to model; wood scraps and construction papers; pieces of cloth and yarn and wire; tin cans and paper cartons; wrapping paper, plain and fancy; these are illustrations of the kinds of inexpensive materials which have made rich learning opportunities for children in the poorest school districts. Needless to say, a generous budget adds many other valuable materials; money budgeted for materials goes further than almost any other school funds.

Almost surely children who move about the country with all the family's belongings in their car do not have as many work and play materials at home as do boys and girls in more settled situations. The materials in the school mean far more to them than to others, as anyone can testify who has seen first-grade children from the camps holding a doll in the playhouse corner, or boys in the sixth grade working with an airplane model or an electric battery. They need more time just to manipulate and explore the possibilities of crayons and clay and woodworking tools, and more planned instruction to bring up their skills.

Books and other reading materials are more scarce than almost any other learning materials in the temporary homes where these children live. They need generous supplies of books, magazines, and newspapers, temptingly arranged and easily accessible for browsing. Every class should have a wide spread in the reading levels of materials, so that every child can find material he can handle.

Because many children who move have reading handicaps, all the other avenues of learning have exceptional importance. Films, picture files, materials for experiments, transcriptions and records, and a wealth of other such non-reading source materials will enable them to continue learning even while their reading is still limited.

FIRST-HAND EXPERIENCES. Many other types of direct experience should be planned in connection with the units, to supplement the limited opportunities chil-

Maps have real meaning for children who travel.

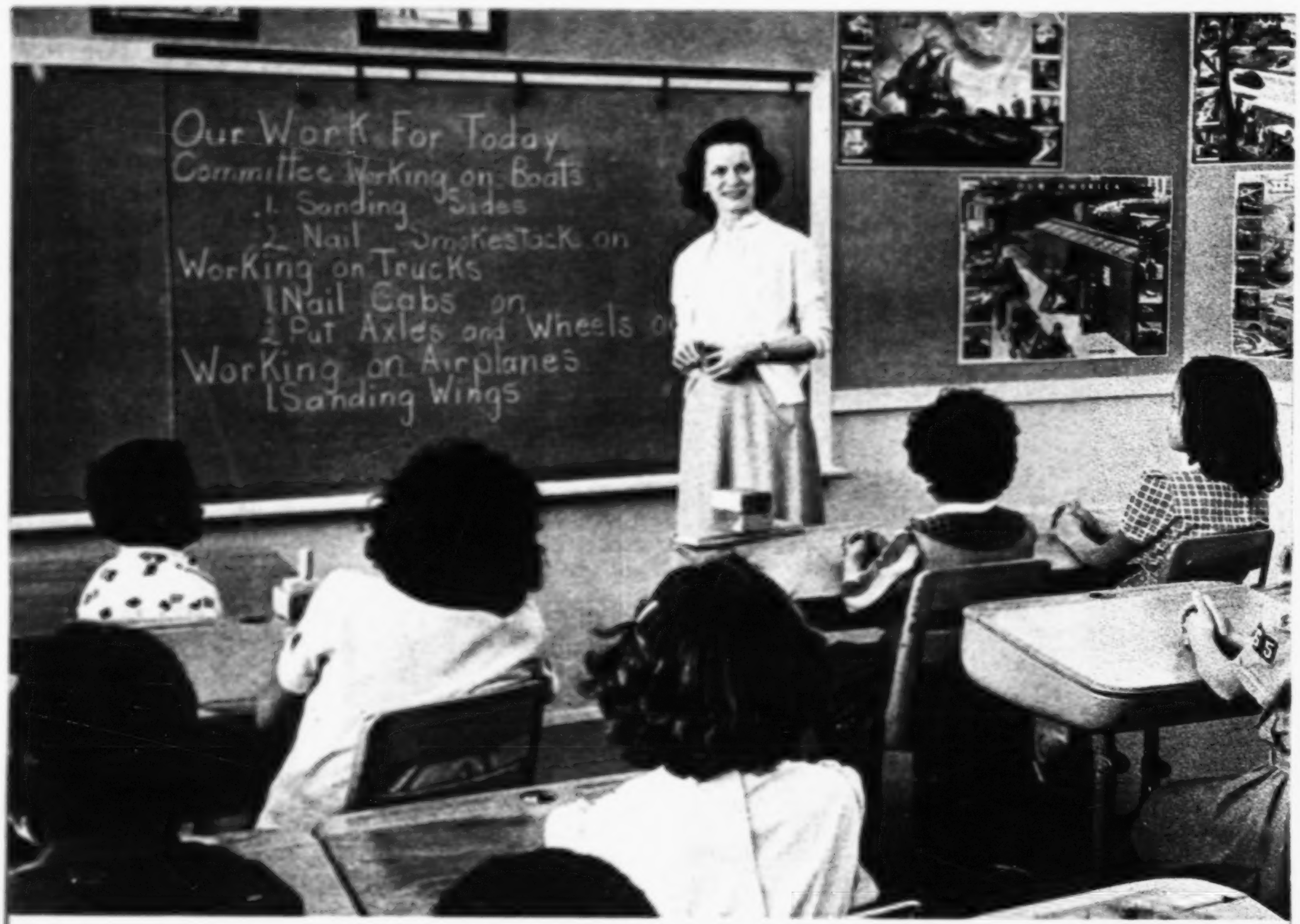
dren have had. Study trips to see the community at work will build background to give meaning to class discussions, for words are empty unless they stand for things children have known. Many people in the community will be glad to talk to the class, to share collections and pictures with the boys and girls, to demonstrate a process, or to explain something about their work.

Many first-hand experiences are available right in the school, if plans are made to use the school staff's special experiences, to tie a study into the health or cafeteria program, and to make the most of special activities under way.

USING WHAT CHILDREN KNOW. Children who move bring resources with them which can be used to make valuable contributions to the class, as well as to give them self-confidence and status. Places they have visited, experiences they have had which are not common in this area, familiarity with crops and industrial processes in other parts of the country, all can be utilized in many units. Whenever learning can be related closely to what children know and care about, both understanding and interest gain.

Migrant children can be classroom authorities.

Machines
Things to use on the farm



GROUP EXPERIENCE. Most children who move about have great need for the kind of group experiences that are basic to citizenship. Because they have had fewer opportunities than most boys and girls to put down roots in any community, they have more to gain from the classroom community in which they can take a responsible and active part. Work activities should provide as many opportunities as possible for them to plan together; to share ideas, materials, and responsibility; to identify themselves with groups and group concerns.

Group activities need careful planning in this situation, even in upper grades, for children's skills are likely to be underdeveloped. More planning with the group before work starts, more guidance during the work period, and more time spent afterward on analyzing group problems and improvement are important. The skills of group work need as careful and systematic teaching as any other skills if children are to learn them effectively.

Boys and girls learn fully as much from one another as from the teacher in group activities; it is part of the teacher's responsibility and opportunity to set up the situation so that this learning is good. Watch the children so that you understand what they need and what they have to give to each other. Keep yourself in the picture in determining the membership of small groups. Sometimes you will want to let the children choose; this gives you valuable information about friendship patterns and needs. Sometimes you will want to ask certain people to work together because you see a chance for them to learn something important from each other.

CREATIVE ACTIVITIES. Include as many opportunities as possible for children to formulate and express their own ideas and reactions. Music, rhythms, art, playmaking and dramatization, puppetry, writing—activities of these kinds can easily be crowded out of a busy program, but the kinds of deep and inner learning which they foster are greatly needed by these children. These are activities through which children relate to themselves what they have seen and done and make the learning their own; these are the activities which affect feelings and attitudes most strongly.

Oro Loma Post Office
Stamps Money

PROMOTING GROWTH IN SCHOOL SKILLS. Select and plan activities which involve the school skills which the children need most. Keep in mind the various levels of skill need, so that everyone can have satisfaction in the work he accomplishes and motives for learning more. Work activities in which children have strong interest and purpose are springboards for rapid learning in the skills periods.

SELECTING CONTENT TO MEET SPECIAL NEEDS. All unit areas in a well-planned framework are rich in possibilities for meeting the special needs of these children in knowledge and understanding. In addition to the social studies and science content in the basic unit plan, look for opportunities to stress the health and safety learnings your group needs particularly, information about vocations and the world of work, facts about the contributions which their own families are making in producing and processing products needed by everyone, and other learnings which have special usefulness to them.

ADAPTING SPECIFIC UNITS

With these considerations in mind, the teacher can plan adaptations to the unit he is preparing to use which will make the study of exceptional value to these children who bring so many special needs. The following illustrations show the kind of modifications or special emphases which come about when that kind of planning is done with a specific unit.

UNIT ON HOME AND FAMILY FOR GRADE 1

1. The playhouse corner is set up as a one-room home, because this needs to be a familiar situation if it is to serve the important purpose of making a supporting bridge between home and school for the child. The furniture and equipment will be simple, like that children might know about. With this setting, the learnings about family life brought out in the follow-up discussions after the play period can be made realistic.

2. Dolls include brunets—babies who might be Mexican or Negro as well as Anglo. There should be as many as can be afforded, keeping in mind the fact that many of these children have not had dolls at home.

3. Health and safety are emphasized in every possible way: in the materials selected for the playhouse, in pictures on the bulletin board, in the planned discussions before and after the work period, and in the group stories the class writes. The unit stresses the special safety and health needs known to exist in the camps of the area: fire hazards in the home, precautions against burns, broken glass in the yard, playing in dumps, drinking safe water, protecting small children of the family, and others.

4. Children will have a chance actually to see and carry on many health and grooming activities the teacher is not sure they understand. Hair will be washed, brushed and combed before the class. Teeth will be brushed and toothbrushes cared for. Hands and faces will be washed in a tin pan. Dishes will be washed.

5. Every effort is made to avoid a stereotype of families or family life, since many of these children live in homes which are not average. Home will be emphasized as a place where children belong, where people who are close to one another live together.

6. The fact is emphasized that people have many different ways of living, that they live in different kinds of houses, eat different kinds of food, and do different kinds of work. These are taught as acceptable and understandable alternatives people use to meet the common needs everyone has.

7. Teaching about good eating includes typically Spanish foods as well as American foods, since children are likely to be served both at home.

8. Though the home and family is expected to continue as the center of interest for the work period for about 9 weeks, the unit plan is broken down into subdivisions of approximately one week each so that children who are here for a short time may have as complete an experience as possible.

Expressing ideas creatively is part of good learning.

These are subdivisions chosen for this unit:

a) Members of the family and their work at home
b) Foods at home: buying, preparing, eating
c) Keeping clean and healthy: laundry, personal cleanliness, grooming, rest
d) Kinds of houses people live in
e) Keeping safe at home
f) Family fun
g) Pets
h) How mothers and fathers earn a living

UNIT ON COTTON FOR GRADE 3

1. All possible contributions from members of the class are used. Since the raising, harvesting, and processing of cotton are processes with which all children have had some experience, there should be many opportunities for them to act as experts. Parents are brought in to talk to the class or to show the boys and girls about some operation most of them do not know well.

2. Importance of the work done by their families is emphasized by relating the cotton field worker's job to the entire process by which clothes and other necessities are produced.

3. Every opportunity is used to acquaint children with the many kinds of jobs connected with the cotton industry, so that their knowledge of vocational opportunity will be increased.

4. Field trips are planned so that children may see gin operations, cottonseed mills, trucking and freighting, and other activities which they may not know. Collections of materials; hand-weaving experiences; making models of machines; experimenting with growing plants, soils, and fibers; and other such direct experiences will be utilized as fully as possible.

5. Special attention is given to developing the beginning skills of organized committee work.

UNIT ON MEXICO FOR GRADE 6

1. The rapid modernization of present-day Mexico is stressed, to build respect for the background of Mexican-American people. Characteristics of the Mexican culture are brought out, to build understanding of ways that are different from our own, and appreciation for the many fine aspects of this culture.

Home
At home there is someone
to love us.
Father and Mother.
There's a sister or a brother
But there is so
to love us.

2. English-speaking children learn some Spanish words and phrases and practice carrying on simple conversations. This can develop appreciation for the advantages of bilingualism, and understanding of the difficulties involved in learning a second language. Spanish-speaking children can act as group leaders, using their knowledge of Spanish as a resource for the group.

3. Children who have lived or traveled in Mexico are usually to be found in these groups; their experiences can be used for the whole class. Many children have examples of Mexican crafts or costumes which they can bring. Mothers can be invited to show how tortillas are made or to demonstrate some other typically Mexican activity. Children from Spanish-speaking families can teach the others dances and songs. Letters can be exchanged with Mexican friends of children in the class.

4. Appreciation for arts and crafts of Mexico are built through many experiences in engaging in these activities. Pottery making, basketry, weaving, metal work, and others can be carried on successfully at this grade level.

UNIT ON PEOPLES OF THE UNITED STATES FOR GRADE 8

1. This unit on the history of the United States offers unusual opportunity with its emphasis on the multi-cultural background of this country and the contributions brought to America by peoples from all over the world. Pride in one's own background and respect for that of others are built. Boys and girls of this age can be guided into facing prejudice and understanding the facts related to the differences between groups.

2. Many books and magazines, on all reading levels, are made available so that children can carry on extensive research. Small groups work together effectively, planning ways to present their findings through speaking; writing; making charts and graphs; making panels, posters, and murals; arranging exhibits; and other pupil activities suitable to their mature interests.

3. Feelings of pride, loyalty, and identification with the United States grow as boys and girls gain insight into the highest ideals of democracy. Experiences in choral reading, music, dramatization, and art contribute to intensify this emotional commitment to citizenship.

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SPANISH GIFT'S

America is a land of many cultures.

loday is Monday.
We have some chickens.
They are black.
They are our pets.
We will feed our chi
We will give them w
Zip,
t into
ride

4. Building and Rebuilding Learning Skills

Knowing how to read, write, and use numbers is the first and foundational difference between educated and uneducated people. Without these fundamental tools of literacy, these children we teach will not find the opportunity they need so much.

These skills are built step by step, progressively and cumulatively. But the child who moves does not get systematic instruction; his schooling is piecemeal and full of gaps. No wonder there are so many educational handicaps in this group. No wonder that children grow discouraged with school and with themselves and so many drop out before they should.

For the greater number of these children, the essential step in providing profitable learning is to find the level at which they can work successfully in each of these skills, and go on from there. Most often what has happened is that learning stopped when children in moving were asked to skip essential steps in the ladder. Halfway measures will not do any good. It will not help to give a seventh-grade child a fifth-grade reader and reading program if what he needs is instruction at the second-grade level; he will be as helpless with the fifth-grade "easy book" as if he were wrestling with the seventh-grade book he cannot use. It will not help to explain the processes of decimal fractions over and over to a child who still gets the wrong answers when he adds. But if the teacher will go back as far as necessary, with no reservations about how far that "ought to be", then the child can take those next steps he needs, sometimes very rapidly indeed.

Other complications enter into the teaching problem for children who have been experiencing failure and frustration over a period of time. "What's the use?" and "I'm too dumb to learn," are attitudes which prevent learning as effectively as if the child had his fingers in his ears. Some children go to pieces when they face a situation which has given them so much unhappiness: they stutter, or cry, or withdraw behind a solid mental wall, or get hopelessly tangled because they are trying so hard. Others pretend they don't care, and nothing can make them risk failing again. Before any of these children can make progress with the skills, they have to learn self-confidence and hope and trust in the teacher's ability to help them.

Teachers CAN help them all. The teacher's faith that this is so is as important as any other element in the situation. Keep records to show children's growth, and have children keep them: charts, picture graphs, notebook lists of new learnings, and samples of work over the weeks. Forget about any grade averages and grade "standards" which are impossible goals; measure growth from the starting point up, not from the top down. Nothing helps learning so much as the heady feeling of success—for both children and teacher.

THE TEACHER'S TOOLS

The right tools for the job are important. The tools for this work are class organization, room equipment and arrangement, and materials of instruction—all selected and sharpened to the needs of a class where work must be carried on over an unusually wide range of skill levels, and where children will be coming and going all the time.

ORGANIZATION. Two kinds of organization are important to take care of individual differences in learning needs. One is the whole-class organization discussed in the last chapter, where all the children cooperate around a central interest, but where activities are so diversified that each one can contribute at his own working level. Many types of skill-learning activities can be carried on with this type of organization; the important feature in making it serve individual differences is that, though the interest and purpose is common for the whole class, children are not expected to accomplish the same thing and each can find satisfaction at his own level of skill. Individual writing activities, the making of reports, research using a variety of materials, or the discussion of books read for enjoyment are examples of the kind of activities for which this organization is effective.

The other type of organization is the one most commonly useful for periods focused on skill development: the organization of children into small groups with common learning needs, each group working at its own specific task. In working with these groups, the teacher can focus attention sharply on just the skills needed by each group, and because the group is small, he can see and give attention to the specific needs of individual children. Such groups can be flexible in membership, because they are centered on tasks to be accomplished. Children who master the work more rapidly than others, as well as those who need more time and help, can always be with a group where they can move ahead at their own pace. Children who come into the class can find a place that is right for them; the work goes on with little disturbance.

For practice where instruction is not needed children can work in partners or small groups, or they can work alone. Time spent on showing children how to work effectively in these groups will multiply learning opportunities in the room. It is seldom a good idea, however, to put children to work to teach each other; when pupils need help in order to make progress, they need skilled help from the teacher.

CLASSROOM AND EQUIPMENT. In order to have several groups working at once in the room, it should be possible to separate them physically. A teaching center where boys and girls can gather around a table for instruction, with a blackboard at hand and teaching materials conveniently near, is an invaluable aid in any grade. Movable desks are easily shifted into groups so

that children can work far enough apart not to distract one another and so that they can face the other members of the group. If desks are mounted on a series of runners, some degree of separation can be achieved by eliminating aisle space between every other row and by breaking the rows. When none of these arrangements is feasible, the best answer is to have children change seats for the skills periods so that they are sitting in working groups.

MATERIALS. These have to be as varied as children's skill needs, and they have to be handy. The greatest single help to a busy teacher who is trying to teach each child at his level of need is to have textbooks of every grade easily available to him. Every school attended by migrant children has special need for a good working system for storing, organizing, and checking out books to the teacher who needs them; it is impossible to keep in any one room books enough to cover the wide range the class will need without tying up too many idle materials. Workbooks and other practice materials should be filed in a central place, so that teachers can find what they need instantly.

THE TEACHER'S SKILLS

Few teachers start this work with all the skills they wish they had, even with the best of training. Many of their techniques and much of their insight come from thoughtful experience in studying the never-ending variety of children's needs and in experimenting with ways to help them learn. Perhaps the greatest need most teachers have in this situation is to widen their understanding of the entire pattern of skill development through the grades so that they see clearly the steps by which each skill is built. With that as a foundation, they can work confidently with these children who come to them at all stages of learning, understanding where they are on the ladder and what they need next.

The more techniques of teaching they know the better. No one method or system of teaching works equally well for all children or for all teachers; it is good to be

Interesting material is a key to rapid progress.

open-minded and experimental in method, especially with children who have not learned successfully. If one method does not work, try another, always watching the child to see that he understands and is growing in confidence and power. It is especially important that middle and upper-grade teachers learn as much as possible about teaching children who need help at the primary level, for these are teaching skills their previous training and experience may not have developed, and skills they sorely need. There is no mystery about this process, and a wealth of professional books is available to explain it.

A SKILL PROGRAM FOR NEW CHILDREN

Successful programs in all the skills have certain common elements. This is an over-all framework for working with new children which has had good results:

1. MOTIVATE. Children have to want to learn and be willing to work before instruction can help them. Set up a room environment and interesting activities which stimulate interest in developing the skill. Start children at a level where they can work with success and ease, build self-confidence and pleasure at this level, and then step up the work to provide a challenge.

2. DIAGNOSE. Find out as quickly as possible the level at which to start and the exact difficulties with which children need help. Surprising patterns of learnings and lacks sometimes show up when children have had such fragmentary school experiences.

3. TEACH IN SMALL GROUPS. Place the child in the skill group or groups working closest to the level of instruction he needs and on the particular learnings he lacks. The stimulation of working with other children encourages learning. Keep in mind any unique individual needs so that these can have attention within the group activity. Remember that children need TEACHING, NOT PRACTICE at the points where they are having difficulty.

4. GIVE INDIVIDUAL HELP. The amount of time a classroom teacher has for individual instruction, especially at the time of peak load when most migrant children are in the school, is extremely limited. However, with a clear picture of the child's needs in mind, the teacher will find a moment here and there throughout the day's program when he can add the extra comment or explanation which clears up difficulties. The period in the daily program reserved for individual work will also allow a few extra moments for those children who require the most help.

Wherever possible in these schools, it is suggested that some teacher time be made available for additional individual work outside the classroom with children who have exceptional needs which cannot be met in the classroom program described. Such specialized help is well worth its cost in the improvement of learning where so many children have educational handicaps. Some schools which are too small to use a full-time staff member for this work have engaged a part-time teacher. Where special teachers work with classes during some part of the day, as in homemaking, industrial arts, physical education, or music, it is sometimes possible to arrange schedules so that someone is freed to do this special corrective work.

READING

READING ENVIRONMENT. Most children who live in temporary homes live in an environment where there is no reading at all. They do not have books, magazines, or newspapers. Very few have had anyone read to them or tell them stories. They have never seen the adults around them using or enjoying reading, or participated in family discussions of the ideas in books.

One of their great needs at school, if they are to value reading or to be strongly motivated to learn, is to have there the rich reading environment which they have had no chance to know. The kindergarten and first-grade room where they have their first school experiences should surround them with reading pleasure and reading need, even before systematic instruction in reading skills begins. They should have the opportunity to handle attractive children's books and listen to the teacher read to them from books as well as tell them stories. If teachers will make written charts and check lists of jobs to be done, label supply shelves and work centers, put captions under the pictures on the bulletin board, and utilize written material for other such useful reasons, children will begin to be convinced that one needs to read. Writing down the most important news of the day after children have talked together in the morning, writing children's story sentences to post under their pictures when they are displayed, writing group stories about interesting things they have done together—many such experiences can be provided by the teacher in helping children understand that printed symbols are a way of recording ideas, and that one can unlock interesting and useful ideas from a printed page.

This "real reading", growing out of children's own needs and experiences, should continue to have special emphasis all through the grades. Charts; bulletin boards; class-made books; room news; lists of needed materials and committee plans; questions to be answered; written explanations of experiments and exhibits—these are examples of the many opportunities to surround children with rich and functional reading materials in every room. The library collection, wide and varied, is important at all grade levels in broadening children's experience with books and leading them into a valuable life-long habit of exploring the world of ideas available there.

See the roots come
See the leaves come
Seeds need water
Seeds need sunshine
Watch us s

FINDING SPECIFIC READING NEEDS. The teacher who receives a new child needs to know two things first of all: 1) At what level can he read independently, with no difficulty and with complete comprehension? This is the level at which he can be expected to handle textbooks, research material, library reading, and other reading tasks carried on without the teacher's immediate help. 2) What is the reading level

ICEBERGS
JUNGLES

for instruction? This is the level of growth, difficult enough to challenge him, but easy enough so that he can succeed when he has instruction. This indicates the level of the textbook he will use.

Some teachers get this information entirely by observation of the child's performance, especially in the primary grades. New children are invited to read with all the reading groups, or with the group reading easiest material the first day and then the others in turn until the comfortable level is found. For middle and upper grades and in many primary rooms, some type of quick systematic check proves more economical.

READING KIT. A teacher's kit for making a rapid diagnosis of reading level, as well as a survey of specific reading needs, has been developed and used profitably in many migrant situations. This kit is a tagboard folder constructed with open pockets inside, containing the following tools to use with the newcomer:

1. A pack of 6 or more tagboard cards, 6 x 9", on which are mounted pages cut from reading textbooks. Each card is marked with the grade level of the reading material, and the series covers a range of reading levels below the grade where the kit is to be used. Reader pages selected for this use each contain material which makes a complete story unit; they are chosen for high interest.

2. Mimeographed copies of a silent reading check to be used in Grades 4 and above. This check is composed of three sentences about the stories on each card, with a key word left out for the child to fill in. These sentences use the vocabulary of the reading selection, but are not excerpts.

3. Copies of the RAPID SURVEY OF EDUCATIONAL NEEDS. (See page 17). This provides space to record the results of this reading survey.

4. Copies of a READING SKILL CHECK, a sketchy but systematic survey of primary reading skills. The form for Grades 2 and 3 checks the following skills:

Ability to recognize and refer to letters of the alphabet by name.

Ability to recognize word endings: s, ed, and ing.

Knowledge of the common sight words which make up 50 to 75% of the running words in all reading material. (A sampling from Dolch's list of the 220 most common words in the language).

Ability to recognize and read compound words.

Ability to recognize initial consonant sounds.

Ability to recognize initial consonant blends.

Ability to use meaning clues with initial consonant sounds and blends.

Ability to substitute initial consonants in a new word.

Knowledge of long and short vowel sounds.

Knowledge of the sounds of vowel combinations.

The form for Grades 4-8 checks the same skills in a slightly different way, adding an item to check ability to attack long words by dividing them into syllables.

5. A sheet of directions to the teacher for using the kit.

With these materials organized handily in this fashion, the teacher is ready to make an initial diagnosis of reading needs for each new child. From 5 to 10 minutes is required for individual work with the new pupil to complete the check. The procedure is simple:

1. If the silent reading check is to be used, give the new child the pack of cards and the check sheet and let him work with them alone, taking as much time as he needs. When you are ready to work with him individually, glance over his responses to find the level at which he begins to make mistakes.

2. Starting with the easiest card, (or with the highest level at which the child made no errors in the silent reading check) ask the pupil to read the story to himself, after you have made a comment or asked a question to orient him to the material. Then have him read it aloud to you. Proceed through the cards in this way, supplying words that are needed, to the point where the child is obviously unable to read the material.

READING SKILL CHECK
Grades 2-3

1. **Do you know these letters?**

b w c r p d e t L S F G M Y Q

2. **Read these words:**

boy	call	look	help
boys	called	looks	helping

3. **Do you know these words?**

into someone playground anywhere downhill

4. **I am going to say some words. Point to the letters they begin with**

m b s p r f l c n d

5. **Do these the same way:**

sh bl sp cr cl dr sl

6. **Can you read these sentences:**

a. Mother said, "It is time to go to b______."

b. Dick hit his f_________ with the hammer.

c. Mary likes to drink m____________.

7. **I will read the first word. Can you read the next one?**

send	round	teach	bone
bend	pound	reach	stone

8. **Can you read these words?**

bake pin can pole tune fun hot mile

9. **Try these:**

coal seed proud paw fail spoil gown

10. **Do you know these words?**

all	have	many	where	that	how
laugh	today	away	never	before	just

CHECK YOUR READING SKILLS
(Grades 4-8)

1. What are the names of these letters?

d p t a w r n j v b A W R T N P J

2. Do you know these words?

just
please
laugh
help
will
said
what
walk
this
went
after
because
clean
together
under
never
buy
small
which
around
write
here
about
always

3. Can you read these words?

call
calls
called
swim
swimming
swims
want
wanted
wants
cry
crying
cried

4. Can you read these words?

maybe
playground
sometimes
wallpaper
hilltop
bedtime

5. Your teacher will read several words to you. Point to the letter or letters with which each word begins.

m s l r b d bl cr pl dr sh ph

6. Can you finish these sentences?

a. Mother said, "It is time to come to d________."

b. Dick hurt his f____________ on a rock.

c. Mary likes to study sp___________best.

7. Can you read these words?

pen
pan
blow
blew
road
read
bun
bin
hop
hope

8. Can you divide these words and sound them?

cabbage
complain
porcupine
reply
shelter
melody

The highest level at which he reads with no errors and complete comprehension is his INDEPENDENT READING GRADE LEVEL. The level at which he meets from 3 to 6 reading difficulties which require your help (or about 1 word in 20) is his INSTRUCTIONAL READING GRADE LEVEL. Enter these on the RAPID SURVEY form.

3. Now run through the READING SKILL CHECK, marking on the survey form those skills where he shows he needs instruction.

COMPREHENSION. Because both experience and language ability are likely to be limited, with English-speaking children as well as those who speak Spanish habitually, instruction in reading should emphasize comprehension even more than with an average group. The "real reading" discussed above will help greatly, as will all the meaningful experiences of the classroom. But the skill period itself should continue this emphasis, with much discussion of meaning before, during, and after the reading. Dramatizations of story incidents; reading parts in story conversations; comparing one's own experiences with the one told about in the book; examining real objects, such as seashells or an old-fashioned churn, when the story is about something unfamiliar; these are examples of the comprehension-building experiences which are an important part of teaching the skill of getting meaning from the printed page. Children need to build vocabulary, both in breadth and depth, examining, comparing, and collecting words and exploring the freight of feeling and overtone which they can carry. They need to be made conscious of phrasing and all the varieties of language patterns, enjoying beauty and freshness and clarity in ways of saying things.

The importance of this aspect of skill building particularly needs underlining because many children who move have more facility in saying the right words than in understanding what they are reading.

WRITING AND SPELLING.

MOTIVATION. The same limitations in experience and environment affect children's writing skills. As in reading, the building of a classroom environment which makes writing useful and challenging provides the setting for progress in these skills. Because children have had so little practice elsewhere, the school program should put special stress on the kinds of interesting, purposeful activities which require writing: making individual and class books, writing group stories, writing letters, publishing a class newspaper. It is recommended that some kind of writing work be included in the program every day, and that many opportunities be made to display work, to share it with other classes, to mount it on the bulletin board and with displays and exhibits, and to give it importance in every possible way.

Every child should be able to gain satisfaction at the level where he can perform, if he is to continue growing. In groups where many children are handicapped in reading, it is important for the teacher to remind himself that writing skills develop after reading skills, and that children cannot be expected to write what they cannot read or at a higher level than they can read. Their own best work should be accepted and appreciated in those activities where the entire class is working together.

SPELLING INSTRUCTION. Instruction in spelling can best be carried on in small groups, working at different levels. The teacher's manual for the series of textbooks used in his system usually carries a complete list of the basic words taught through the elementary-school program, graded both according to difficulty and according to the frequency of their use. This list can be used as a source for the words to be learned so that the level of difficulty is adjusted to each group's need.

This is the basis for one of the most successful procedures for teaching spelling so that every child in the class is making good progress. By use of a survey list, each child's level for success in spelling is determined as he enters the class. Children work in a teachable number of groups,

I went t
Ripley sch
Blythe. We
books. We
a store. W
paper mon

not more than three or four. Each group has a list of words to work on over a period of several days or a week, this list being composed of words selected by the teacher from the basic spelling list at a suitable level of difficulty, plus words the children help to choose from their current writing needs. This list for spelling study should include only words children can read and understand.

A pre-test is given on this list, and each child enters in his individual notebook the words he does not know how to spell. The teacher works with the entire group to teach those words which offer difficulty to many of the children, and to develop with children a method for mastering words which can be used for independent study. As the children study, they work together in partners within the group when they are ready to check one another's progress in learning the words on the individual lists. At the end of the week, or in a few days if the list of words needing study is short, another test is given to the whole group. Words which need further study are carried forward.

SEEING PROGRESS. In order to make this learning functional and to build strong purposes for study, children need to be helped to see the relation between spelling and writing. If each child keeps a folder of his own written work, a periodic check of the spelling in these papers will demonstrate dramatically the progress he is making. The child who is working at the simplest level can make as much progress as the one who is working with a more difficult list; the teacher can help by showing that the words on the most elementary list are the most useful and most frequently used words in the language.

To strengthen the habit of good spelling in all written work, it is very helpful to have a dictionary available for each child as he writes, or an alphabetized list of spelling words needed most commonly for children working at a primary level. The skills of using such a list and the skills of proof-reading should be taught as part of the spelling work.

SURVEY OF LANGUAGE SKILLS. A simple survey of written language skills will give teachers essential information for planning the newcomer's program. The RAPID SURVEY OF EDUCATIONAL NEEDS which is suggested for making the first week's diagnosis of new children's learning needs has space on it for recording the results of the three sections in this recommended check for children entering Grades 4 to 8.

RAPID SURVEY: WRITTEN LANGUAGE

PART I.

Dictate the following spelling ladder to the new pupil, or have another child dictate it to him. Stop when he is unable to go further. The highest level at which the pupil makes less than 3 errors is usually a good place to start his instruction. Place him with the group working nearest this level; shift this placement if the work seems too difficult or too easy.

LEVEL 2	LEVEL 3	LEVEL 4
dog	spend	besides
play	south	inch
went	middle	paid
fish	climb	talked
show	glass	wrong
keep	pick	fresh

LEVEL 5	**LEVEL 6**	**LEVEL 7**
notice	decide	stranger
empty	signal	attractive
machine	natural	vacant
button	groceries	suggestion
chocolate	success	delicious
neighbor	growth	religion

LEVEL 8

subscription
describe
alcohol
permanent
poultry
witness

PART II.

Dictate the following sentences to find out approximately how well the pupil spells when he is writing sentences. Enter on the RAPID SURVEY form the highest grade level at which he makes no more than two spelling errors.

LEVEL 2. I have a big dog.
LEVEL 3. We rode to town on the truck.
LEVEL 4. I drink a glass of milk with each meal.
LEVEL 5. Last summer I visited a big ranch in the mountains. We rode across several thousand acres on our horses.
LEVEL 6. We stopped at a garage after the accident. It was a stormy night for traveling, and we were afraid to go on until someone examined the car.
LEVEL 7. I think it would be exciting to correspond with a student in a foreign country. Can you suggest how to make arrangements?
LEVEL 8. Our cafeteria has the most modern and efficient equipment available. We certainly appreciate its convenience.

PART III.

Ask the child to write his own ideas on some topic which will interest him, such as "When I Grow Up," "The Best Day of My Life," "What Makes Me Mad," or "If I Had a Thousand Dollars." This will give you an indication of his stage of writing development.

See
My Lik
I can ri
My bike is ne
My Daddy made it for

ARITHMETIC

Arithmetic is a favorite subject with many of the children in this group, probably because it is less dependent upon the language skills than most other school subjects. Many of them have difficulty reading and understanding written problems, but like and respond to oral problems which involve the realities of their life and experience.

As might be predicted, a good deal of corrective work is needed by many children whose schooling has been broken often. Rapid progress can be made in this if these two fundamental considerations are observed in planning:

1. Corrective teaching must be focused on the specific difficulties a pupil has in arithmetic. If he needs to learn 9 x 6, no amount of work on the tables of 8 will help him. Time spent on diagnosis is well spent, even if he leaves before you get any further; but see that he understands what his difficulties are and send all the information you have accumulated to his next teacher. Do not let him waste valuable time doing problems and examples involving processes he has already mastered, except for a reasonable amount of practice to maintain skills. This is a temptation because children enjoy it so much and can continue with unbroken success and high "marks".

2. Children need teaching, not practice, at the point of difficulty. The teaching should be as thorough as necessary to develop understanding; it should involve the same kinds of concrete experiences and the same careful steps of development as are used in introducing a new process, although the child's maturity may allow short cuts. Practice exercises should be used only after the difficulty has been cleared up.

Any good recent textbook series provides systematic guidance for the development of the arithmetic skills, and diagnostic materials for locating the exact spot of difficulty. It is recommended that each teacher have a series of teaching manuals covering a wide range of grade levels as desk copies, to use in diagnosis and as a source of teaching ideas. Children's materials should also be available in the same wide range. In general, textbook materials seem to be more helpful than workbook materials because of the more fully developed explanations of new processes.

SURVEY OF ARITHMETIC NEEDS. In the lower grades, the teacher's attention is directed to observing the new pupil's abilities in the items listed on the RAPID SURVEY OF EDUCATIONAL NEEDS as a first step.

Part 1 of the following survey has been helpful in getting a quick estimate of the best starting place for new pupils in Grades 4 to 8. Check the test to find the highest level at which the child solves 3 out of 4 examples correctly. The NEXT HIGHEST LEVEL is a promising place to start instruction. Follow this survey with the diagnostic material in a textbook at that level.

Teaching always comes before practice.

Accuracy is essential when children practice.

Part 1

LEVEL 3	$\begin{array}{r}35\\+42\\\hline\end{array}$	$\begin{array}{r}116\\-81\\\hline\end{array}$	$\begin{array}{r}42\\\times2\\\hline\end{array}$	$3\overline{)669}$
LEVEL 4	$\begin{array}{r}\$6.50\\+3.25\\\hline\end{array}$	$6\overline{)762}$	$\begin{array}{r}25\\42\\37\\\hline\end{array}$	$\begin{array}{r}692\\\times\ 6\\\hline\end{array}$
LEVEL 5	$\begin{array}{r}421\\\times53\\\hline\end{array}$	$62\overline{)3560}$	$\begin{array}{r}6\frac{1}{4}\\-3\\\hline\end{array}$	$\begin{array}{r}4.8\\5.2\\6.7\\4.9\\\hline\end{array}$
LEVEL 6	$98.7 + 6.4 + 297.5 + .8 =$			
	$\begin{array}{r}729\\\times405\\\hline\end{array}$	$39\overline{)874}$		$\begin{array}{r}13\frac{1}{2}\\72\frac{1}{4}\\6\frac{1}{2}\\\hline\end{array}$
LEVEL 7	$125\overline{)43751}$	$.76\overline{)4.408}$		
	15% of 60 Gallons =			
	Find the area of a rectangle 26.2 inches long and 14.8 inches wide.			

PART II.

This part of the survey indicates the level at which pupils can solve written problems, and will give the teacher guidance in the amount of emphasis needed on this skill. Find the highest level at which the pupil can solve 2 out of 3 problems correctly. The NEXT LEVEL is a good working level to start on.

LEVEL 3.

1. Dick bought a pencil for 5 cents. He gave the man at the store a quarter. How much change did he get?
2. There are 28 children in the third grade. Only 25 are here today. How many are absent?
3. Jack has 8 marbles. Johnny has 6 marbles. Ralph has 4 marbles. How many do the boys have all together?

LEVEL 4.

1. John and Donald and Albert each pumped up 4 balls. How many balls did they fix?
2. The class is having a cookie sale. The boys and girls put 6 cookies in each paper bag. They have 96 cookies left. How many bags will this make?
3. Ramon bought an airplane for 65 cents. He gave the man at the store a $5 bill. How much change did he get?

LEVEL 5.

1. Rosa's mother bought four toothbrushes for 39¢ each. She bought 2 tubes of toothpaste for 63 cents each. How much did she spend?
2. Paul and his father are going to Los Angeles. If they drive at an average speed of 50 miles an hour, how long will it take them to go the 225 miles?
3. Jack bought a $35 bicycle on sale for $27.50. How much did he save?

LEVEL 6.

1. A man can earn $12.40 in a day picking cotton. He has been offered a job on the railroad at $1.75 an hour. On which job can he make more money if he works 8 hours a day? How much more?
2. The class took a 3 minute reading test to measure reading speed. Mary read 720 words and Catherine read 675 words. How many more words a minute did Mary read?
3. A used car cost $325, with $35 down and the rest to be paid in 20 monthly installments. How much will each monthly payment be?

LEVEL 7.

1. A $25 coat is offered for sale at 35% off. How much will it cost?
2. At one store canned milk was for sale at 3 cans for 29¢. At another store the same brand was priced at 4 cans for 43¢. Find the difference in price per can.
3. Mike's father took a trip of 2,136 miles and used 118 gallons of gas. To the nearest tenth of a nile, what was his average mileage for each gallon of gasoline?

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5. Learning a Second Language

Attention to the problems of learning a second language is an important part of educating children from Spanish-speaking homes. Living in an English-speaking country, children need to understand, speak, and read English well if they are not to be handicapped in many ways. Learning the new language can be a happy, satisfying experience, opening up many opportunities for wider friendships and more participation in school and community activities. The methods teachers use can and should give the child more self-confidence and security, never less. He needs to add a language, but not to lose the language of his home, family, and childhood.

More than language is involved in teaching the bilingual child, but many of his special needs revolve around the learning of language. The child who lives in a Spanish-speaking home and goes to an English-speaking school moves in two worlds, and needs to be at home in both. Communication between home and school may be extremely limited, and sometimes the customs and expectations of teachers and parents remain very different. In most communities, the language barrier acts to separate people, to build clannishness, and to prevent understanding of other groups. Language is often, consciously or unconsciously, a symbol of these differences and identifications. Learning English well, by methods that are not threatening to the other language and all it stands for, can help the Mexican-American boy or girl make a good adjustment to the situation and to the people in both his worlds.

Fortunately, children in the public schools can learn much of their English in the natural way languages are learned—by talking with English-speaking people. This is the most effective learning situation schools could possibly arrange for training the ear to the English patterns of rhythm and intonation, for teaching idiomatic phrasing and accurate pronunciation, for developing breadth of vocabulary and depth of meaning, for promoting the habit of thinking directly in the new language, and for developing fluency by much speaking. In schools where the majority of children are English-speaking, the extent to which this natural advantage will help with learning English depends upon how well the children mix, the attitudes of the children, and how the teacher uses the opportunities to promote language growth.

In addition to planning for maximum informal learning through mixed work and play groups, the teacher will want to set aside some periods for direct instruction to capitalize on the incidental learnings. He will also provide special emphasis on some parts of the regular classroom program with the needs of bilingual children in mind. All three types of learning experiences are recommended for a complete program.

IN THE KINDERGARTEN

The activity program of the kindergarten is ideal for learning English. The kindergarten year is the best possible time to learn English, also, for it is a year when all children, from both English-speaking and Spanish-speaking homes, are working on general language development. A good language start at this time may prevent a year's delay in the regular school program for the child who comes to school with no English. For this reason, if there were no other, kindergarten programs should be established wherever possible in migrant areas, and every arrangement possible should be made to encourage and facilitate the attendance of children who are in the community even for a short period.

English will be learned in an English-speaking kindergarten, whether there is any special planning or not. However, the fol-

Work in mixed groups encourages the speaking of English.

lowing practices will help to make this learning most effective:

BALANCING THE CLASS. If there is more than one kindergarten, make every effort to distribute the Spanish-speaking children among them, so that they may have as much English-speaking company as possible.

WORK AND PLAY GROUPS. Arrange the membership of work and play groups within the class so that English is the language the children speak, as often as possible. Some children will need to play alone at first, or with another close friend who speaks Spanish, too. But as soon as possible, help them make other contacts where they will need English.

NEED AND LEARNING. Do not hesitate to speak Spanish when a child cannot understand you any other way. But remember that his need to speak and understand English is the motive which will make him learn it.

TIMING. Many children will not have the English for even the simplest routines. Teach the English words and expressions at the time he needs them—for play, for water, for rest, for the toilet.

SELECTED SPEAKING VOCABULARY. Limit the number of words and expressions you try to teach the child to speak. Select a few to work on during a day or a week. The MINIMUM SPEAKING VOCABULARY listed in this chapter, may be useful as a guide, with adaptations for your own situation.

METHODS FOR TEACHING VOCABULARY. Teach this English incidentally, sometimes in personal contact with a child or during a work-play period, sometimes when the whole group is together. Once in a while you may make an opportunity to work with just the Spanish-speaking children for a few minutes.

LISTENING. Make many opportunities for talking periods with the whole class: to plan, to share, to discuss the activities the children have been engaged in. Their value to Spanish-speaking children will be largely in listening and learning meanings, especially at the beginning of the year. Keep these periods short. The attention span for talk one does not fully understand is very limited.

A flannel board makes the meaning clear.

STORIES. Story periods with groups that include many Spanish-speaking children need to be short, too. Children not only have difficulty following what you say, but also many of them have never had the opportunity to learn the story-listening habits. These practices help the early story periods:

a) Use flannel board characters as you tell the story.
b) Use puppets to talk back to you, or two to talk to each other.
c) Show pictures in large, brightly illustrated books.
d) Draw as you tell the story.
e) Tell stories with refrains, and let the children join in. Many stories for young children abound in repetitive phrases that may become refrains. Make up your own stories, too, about children who are just like the children in your group.

POEMS AND SONGS. Select poems and songs with vocabulary children know. Talk about the meaning. Show the meaning with gestures, as in "Rock-a-bye, Baby," "I'm a Little Teapot," or "Five Little Ponies."

USING OLDER CHILDREN. Can you interest an older child in the family in talking English with the kindergartener at home? Take him into your confidence and explain how much it will help the child if he gets practice outside school.

THE FIRST-GRADE BEGINNER

The first-grade room, like the kindergarten, needs to be a workroom where boys and girls are engaged in many activities that are important and absorbing to them.

In this setting, there will be many common experiences for children to talk about, much need to talk together, and a situation where talking is natural and approved. Children must "live together in English" if they are to have real need to learn the language. They must speak the new phrases often, for speech can be learned only by much speaking.

The following outline shows how the daily schedule recommended in Chapter 2 can be used to promote maximum language learning:

9:00-10:00 WORK PERIOD for the entire group.

This is a period when the entire class works actively with materials in the various work centers: a) in the playhouse, store, farm, or other dramatic play center, b) building with blocks, c) working with clay, d) painting, e) making things with wood, paper, and other materials. At the beginning of the year, it will probably be a period when children explore many materials, and learn to work happily together in small groups. Soon it becomes the work period for unit activities, including social studies, health, and science content.

This is a particularly valuable period for the child learning English, for it is the period when the most freedom of movement and conversation can be encouraged. It also provides the common class experiences which become the center of interest and discussion. A short planning time with the whole class to open the period, and a time for talking together after materials have been put away, make opportunities for teacher-guided discussions where vocabulary can be built and meanings clarified and enriched. Often the shy child's first English venture before the whole group will be to show a painting, a truck, or something else he has made, brave in the first flush of accomplishment.

10:00-10:10 RECESS

10:10-10:50 LANGUAGE DEVELOPMENT
(Small-group work)

In the first grade, it is recommended that the teacher provide one or more periods each day for direct instruction in English, working with 6-8 Spanish-speaking children in a small group. At first these periods should be short, probably not more than 5-15 minutes.

For children who already know English, this period is for direct small-group instruction in language development at their level of need, in reading readiness activities, or in reading. In this period and the one which follows, the teacher will have time to meet separately with 3 or 4 instructional groups. While the teacher works with one group, the other children are busy with quiet activities such as library-table books and picture books; puzzles; pegboards, and other manipulative and matching games; drawing and painting, counting or number games; or other developmental activities the teacher plans which fit the study-and-quiet-work pattern of these periods.

10:50-11:20 PHYSICAL EDUCATION AND RECESS

Songs, rhythms, and games of the physical education period are excellent opportunities to teach English in connection with pleasurable activities.

11:20-12:00 LANGUAGE DEVELOPMENT
MUSIC
PREPARATION FOR LUNCH

Continue small-group work in Language Development as long as necessary.

During music time there are many opportunities to work on English. Choose songs about things children know, with simple vocabularies. Dramatize the words with accompanying rhythmic movements. Listening activities can become listening to words as well as to melody and rhythm. Active rhythms can interpret meanings.

Preparing for lunch at the close of the period is a good time to talk, learning the customs of eating, handwashing, and other conventions of the school world and the words which go with them.

1:00-2:00 REST
WRITING AND NUMBER ACTIVITIES
STORIES, POEMS, AND DRAMATIZATIONS

Writing for Spanish-speaking children should follow the general plan for all children: a) Let the first group work be writing-readiness types of exercises, circles, lines, or rhythmic patterns done together at the board or on large paper with colored chalk or crayon. b) When a child shows sufficient muscular control, help him learn to write, first his name, then other words he needs. c) Work on individual letters after he knows a few words and is ready for perfecting his techniques. For the Spanish-speaking child, the same principle applies to both writing and reading: Do not have him work with any written symbols for words which he cannot use and understand in speech.

Number activities afford an excellent opportunity for learning necessary English. Most children enjoy the counting, manipulative, and drawing activities used in the first-grade number program. Because this work is concrete for all children, relating to real objects, the Spanish-speaking child has little difficulty in understanding them.

By keeping the special needs of the Spanish-speaking children in mind, the period for stories, poems, and dramatizations can be made a highly valuable one for learning English. This is essentially a time for the enjoyment of language. Children's meanings will vary, of course, according to their language background. But the Spanish-speaking child will find much pleasure in this period and he will be having the profitable experience of listening to natural, spontaneous English speech, extending his comprehension every day in this happy atmosphere. Early in the year the attention span of the Spanish-speaking children may be brief, and it may be wise to excuse them from the circle after a few minutes if they become restless. See the kindergarten section for suggestions on making the story period interesting for children who speak little English.

DIRECT TEACHING PERIOD

The work of the direct teaching period for Spanish-speaking beginners is language development. At the start, it will be devoted largely to teaching children to speak. As soon as children have learned enough English to express themselves in a limited

I stand
alk
I hop

way, the simpler types of reading readiness activities will merge with other language development work: matching, reading pictures, telling stories, organizing and classifying words. The first reading will be the children's own names; the charts, labels, and signs used by them for real purposes of living in the room; and then the "stories" they dictate, individually or as a group, to go under their pictures, on a display table, or on a chart to hang in the room or place on the library table. The preprimer program is introduced after this rich sequence of language development, so that reading is a meaningful process from the start.

Children will progress in this program at different rates, of course. As the term goes along, the teacher will re-group the children several times. Some children will learn to speak rapidly, and will need to work with others moving at the same rate. Some English-speaking children who need much language development will join the Spanish-speaking children after they have begun to talk. In other words, though the small group or groups which start to learn English at the beginning of the year will be made up of Spanish-speaking beginners, the children in most groups will be mixed by the end of the year as language development becomes more advanced.

Migrant children who do not speak English are the first-grade teacher's most difficult problem. There is no ideal solution to the problem, because moving inevitably disrupts the program the beginner needs. The best practice seems to be to take the child who comes in the middle of the year into the group which is working closest to his point of need. As a matter of fact, a child can enter the first phase of this language learning program at any point, and go on from there. THERE IS NO SPECIFIC SEQUENCE FOR LEARNING TO SPEAK A LANGUAGE. The new child's first English speech will be at the simplest level—probably single words and phrases—while the more experienced children may be speaking short sentences. His learning will probably not be so economical as that of the child who progresses systematically through the program, but he can learn and he needs to be included in the program of language development, even if he stays only a few days.

A MINIMUM SPEAKING VOCABULARY

These words recommended for teaching in the directed lesson period have been chosen because they are the words children need most for their school activities. All of these words will have been met in meaningful situations before they are used for the directed lesson. Many of them will actually have been learned by this informal contact, and all will be immediately useful as the children "live together in English."

Approximately 400 words are included in this list. It is suggested that the teacher choose 10-12 new words to introduce each week in the directed lessons, emphasizing these words incidentally also during all the activities of the day's program.

The following outline, showing the school situation in connection with which the words are often used, will be useful in planning lesson activities. THIS LIST IS NOT SEQUENTIAL. Teach the words and phrases most needed at any particular time.

Riding on the bus

My name is
I live at
get off the bus
get on the bus
ride
bus driver
to school
missed the bus

cabin
come
go
home
ready
late
camp

sweater
hat
coat
boots
careful
cross
road
look loth ways

Lunch period

Please give me
brought my lunch
how much
thank you
good
I want
lunch
cafeteria
please

nickel
dime
quarter
cents
dollar
milk
eat
beans
money

soup
bread
butter
fruit
orange
apple
meat
napkin
ice cream

Taking roll, attendance
and morning reports

count
boys
girls
here
we are all here
is not here
are not here

listen
say
write
read
money
pocket
number

money for lunch
money for milk
one, two, three
four, ive, six
seven eight
nine, en

Work period

pick up
clean up
put
put away
take
get
sweep
some
clay
piece
paper
scissors
cut
draw
use
move
play
work

paste
place
hard
soft
help
name
blocks
paint
brush
color
red
blue
orange
green
purple
yellow
black
brown
white

crayon
game
basket
stop
begin
box
hammer
wood
nails
bring
broom
carry
wet
dry
puzzle
pencil
build
make

Playground activities

try
can
play
left
right
next
first
last
roll
throw
catch
find
hide
share
round

shut
ball
bounce
hit
skip
hop
walk
run
jump
wait
show
out
outside
mark
here

top
your eyes
swing
rope
game
fun
fast
circle
playground
take
turn
around
stand
line
straight
there

Story and library period

story
tell
listen
another
book

turn
page
see
end
good

laugh
say
picture
funny
long
short

Songs and rhythms

sing
song
play
sticks
drum
bell
piano

now
ready
happy
hear
know
learn
clap

like
choose
music
high
low
soft
loud
let's sing

Routines of school

room
fountain
blackboard
erase
eraser
stand
sit down
table
on the table
under the table
open the door
shut the door
minutes
may I

time
office
chair
water
drink
lights
hall
clock
window
door
chalk
write
please

salute the flag
recess
after
when
good morning
good-by
turn on
turn off
o'clock
morning
afternoon
bell rings
go to the toilet
excuse me

Conversation about ourselves

clothes
new
different
pants
shirt
shoes
tie my shoes
button

pretty
same
dress
hole
fix
socks
pair
head
feet

mother
father
brother
sister
baby
family
dog
cat
feed

Rest period

sleep
go to sleep
went to sleep

quiet
dark
rest

lie down
on the floor
on the mat
wake up

First Aid

hurt
fall down
band-aid
finger
knees
stomach
arm
rock

cut
hot
clean
dirty
nurse
leg
eye

cold
bleeding
well
sick
bites
cry
don't cry
it isn't bad

Cleanliness and grooming

wash
hands
face
neck
arm
ear
wipe
shower
blow
handkerchief

cough
teeth
brush
foot
feet
bath
nose
dry
towel
glass

soap
water
toothbrush
comb
hair
fingernails
toilet paper
flush the toilet
kleenex

Learning about weather

day
night
sun
clouds
moon
sky

rain
blow
wind
leaves
sand
dark

cold
hot
today
tomorrow
yesterday

Playing in the playhouse

cup
fork
spoon
knife
dishes
pan
plate
house
doll
baby
water
doll buggy
bed

chair
fix
hang
bring
cover
toy
eat
drink
love
family
stove
cook
work

dress the baby
dry the dishes
wash the dishes
set the table
on the table
I put
with the baby
I am the mother
You are the father
grandmother
grandfather
daddy
blanket
help

Dramatic play—Living in the Country

airplane
irrigate
tractor
trees
plant
plow
truck
field
ground
cotton

ranch
farmer
garage
man
men
work
ride
horse
pull
car

rabbit
pig
bird
chicken
cow
egg
flower
garden
grass
grow
fly

Dramatic play—Living in a Town

church
people
store
money
buy
food
post office

again
more
hello
town
high
shell
mail

need
how much
sell
how are you
train
building
letter

Party

birthday party
napkin
cake

cup
plate
spoon

six years old
games
play

METHODS

These are some general recommendations about methods made by teachers who have much experience in working with Spanish-speaking beginners:

1. Security and confidence are the first needs of young children who find themselves in a "foreign" environment. Do not expect new children to try English until you have helped them feel comfortable and at home.

2. Praise all efforts to speak English Criticize almost never, or you may drive the child back into silence or Spanish.

3. Accept words and phrases at first in the place of sentences. The Spanish-speaking child learns English the same way any child does, first by imitating key words and phrases, then by saying imperfect and fragmentary sentences, then gradually producing longer and more accurate expression.

4. Early lessons should always give children a pattern to imitate. Say to the child: "Jose, tell me: I throw the ball." Do not ask questions until he knows that pattern well.

5. Teach a very few new words at a time, with frequent review of those already introduced. Plan each lesson for introduction and review of a specific word list.

6. The best lessons are those where the children do the practicing, not the teacher! As the children become more fluent, try to use directions and questions which elicit a full response: "Tell me about the picture.", "What do you think they are doing?"

7. Let children learn pronunciation by imitation in this grade. You may want to use rhymes and exercises which focus attention on pronunciations which are most difficult. Even more effective is your careful pattern for new words, repeated often.

Use children's drawings and paintings.

Have children draw pictures of their family, the school bus, the camp where they live, or something else you want them to talk about during the lesson. Have them tell about their picture. Early in the year, you can tell a short story about the picture, to give the child a pattern, like this:

This is Rafael's mother.
Her name is Rosa.

This is a school bus.
It is Number 6.

This is my house.
I live at Camp 26.

Use real objects.

Use material from the school room environment. Sometimes you may hold up one object. Give it to the child who names it first. Sometimes pass around different things. Hold yours up, saying, ***This is an eraser.*** Have each child follow suit, naming what he has.

A purse with coins in it can be used to teach ***nickel, dime, close the purse, open the purse.*** Bells, toys, and other objects of high interest to the children are good to use for talking.

Collect miniatures of the objects whose names are in the vocabulary list. Let each child choose some object from a toy bag or basket and tell about it: ***car, tractor, drum,*** etc.

Use questions and answers.

These may be teacher to pupil, or pupil to pupil. Try using a wheel with an arrow, spinning it to see who has the next turn to answer the question.

Dramatize.

Let a child perform one of three specified actions behind the others' backs. Then let the class guess what he is doing: ***He is drawing. He is cutting. He is playing.***

Set a doll table, talking about it.

Teacher: *Can you put these things on the table, Rosa?*
Tell us what you are doing.

Rosa: ***I put the plate on the table.***
I put the fork on the table.
I put the glass on the table.

Play going home on the bus, to practice such phrases as ***I get off at Camp 4, I look both ways, I wait for the bus here.***

Talk over play telephones:

Hello, how are you?
I am fine.
What are you doing?
I am singing to the baby.
What is your brother doing?
He is sleeping.
I will come to see you.
Good-by.

Use vocabulary cards.

Make sets of cards containing pictures of the objects whose names children are to learn, or of actions. Lay several cards on the table or set them on the chalk tray. Ask a question, letting the child choose a card and say his answer:

What do you like to eat?
I like meat.
What do you like to drink?
I like milk.
What is the boy doing?
He is jumping.

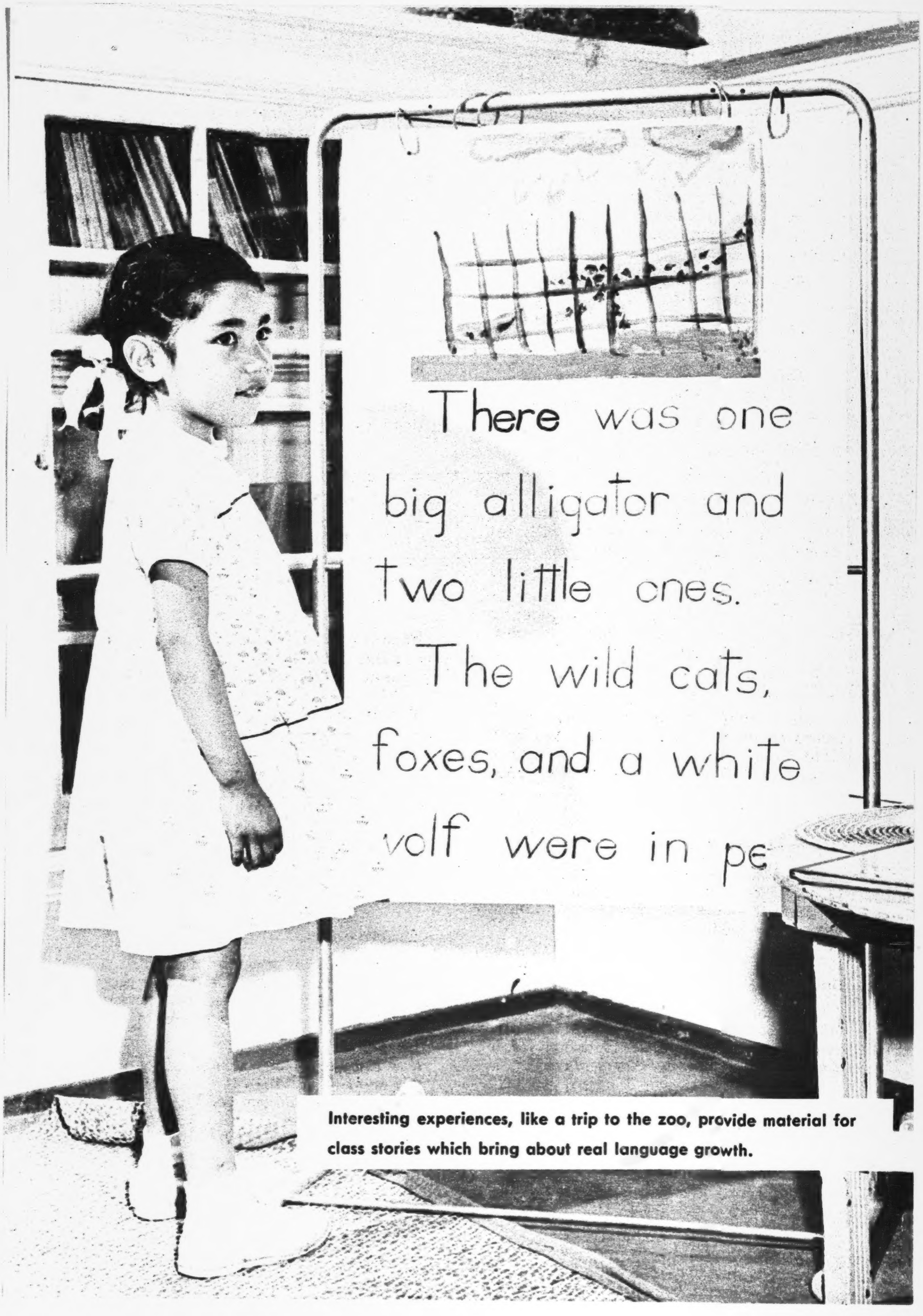
Use the cards for quick reviews, such as you would use reading flash cards.

Turn a small pack upside down, and let children choose one. They may keep it if they can tell what it is.

Use number cards.

Make these with groups of objects in different numbers. If you use colored pictures, these cards can be used for practice on color, number words, and names of objects.

How many dolls do you see?
I see five dolls.
How many cars do you see?
I see three cars.
What color is the bird?
It is blue.


There was one
big alligator and
two little ones.
The wild cats,
foxes, and a white
volf were in pe

Interesting experiences, like a trip to the zoo, provide material for class stories which bring about real language growth.

Use a flannel board.

Make up stories to tell with flannel board cut-outs. Tell the story several times. Then let children tell the story, using the cut-outs. For example:

This little girl is Rosa. She lives at Camp 16. She is looking for the school bus. Here comes the bus, ch-ch-ch-ch. "Hello," says the bus driver. "Get on, Rosa." Ch-ch-ch-ch.

This little boy is Juan. He lives at —— ——

Make several objects alike for the flannel board, and use number stories:

I put some balls on the board. How many balls are on the board? Yes, there are five balls on the board.

Ramon, will you put some airplanes on the board? Ask someone to tell you how many there are. Now let him put something on the board.

Use cut-outs to classify objects. For example, put a father and a mother at the top of the board. Then show other objects that belong to one of them:

Here is a hat.
It is mother's hat, so I will put it under mother.
Whose coat is this?
Where will you put it?

Use situation pictures.

Cut out and mount pictures from magazines or children's books which tell a story. Use in a pocket chart or on the chalk ledge.

Early in the year: Tell a story about the card in 1, 2, or 3 sentences. Then have the child tell the same story.

Later: Let children tell their own stories about pictures. Or ask starter questions, like *What is the boy doing? Why?*

Then: Put the card on the library table. Say, *Maybe you'd like to tell the story to someone else,* or *Maybe you'd like to read the picture to someone else.*

Use pictures in a sequence.

Make or cut out a series of pictures that tells a story. Let children arrange them in order in a pocket chart, then tell the story.

Use picture books that have pictures in a sequence to tell a story. Some science books for Grade 1, some number books, and some reading readiness books have good sequences for talking.

Use scrapbooks.

Make a double-page scrapbook, or have the children make them, cutting and pasting pictures about one type of object or one type of activity. You and the children can tell stories about these things:

I made a book about things that go. Here is a bus. It brings children to school. Here is a truck. It brings milk to the cafeteria. Here is a car. It takes the man to work.

Would you like to read the pictures to us? Maybe you'd like to read them to someone else later. I'll put them on the library table.

Use charts.

Charts can be made on all kinds of subjects for quick practice. For example:

Things I Can Do, with pictures of things children are learning to do.

I can hop.
I can jump.
I can climb.

What We Do at School, with pictures.

We draw.
We sing.
We play with blocks.
We count.

Getting Ready for School, with pictures.

I wash my hands.
I comb my hair.
I button my dress.
I eat my breakfast.

Charts like these make excellent materials for checking children's learning quickly, also.

Use songs.

Sing action songs the whole class is learning, and talk about them in the small group.

Make up songs to give practice on words you want children to learn:

Go to sleep, my baby,
Rest, rest, rest.

Play with me.
You will see
What fun it will be
To jump up high,
To climb the bars,
To hop, hop, hop,
To throw a ball,
To swing in the sky.
Come play with me.

Use stories with refrains.

Any primary stories with phrases that are repeated give children a chance to join in on these refrains. Make up stories about things the children know about. For instance, when a carnival is in town, have a carnival story. Tell stories about moving day, about cotton picking, about watching airplanes in the field.

Say poems together.

Choral speaking helps children to listen and to imitate good speech. Choose poems with words the children understand.

Play language games.

Here are some of the many you can adapt to language teaching. The game element helps to make practice interesting and fun.

1. Where do you put it?

Say: ***We put money in our pockets. What other things can we put in our pockets?*** Children take turns naming things as long as they can. The last person wins and can ask the next questions.

We put our shoes on. What other things can we put on?

We put meat in a pan. What other things can we put in a pan?

We put the scissors on the table. What other things can we put on the table?

2. What do I have?

Stand behind one child, who is *it.* Hold up one of three or four objects you have shown everyone in advance. The child who is *it* asks, ***Do you have the pencil?*** The class responds, ***No, she doesn't.***
Do you have the chalk?
Yes, she does.

When he guesses right, he may stand behind another child and hold one of the objects over his head.

3. Fishing Game

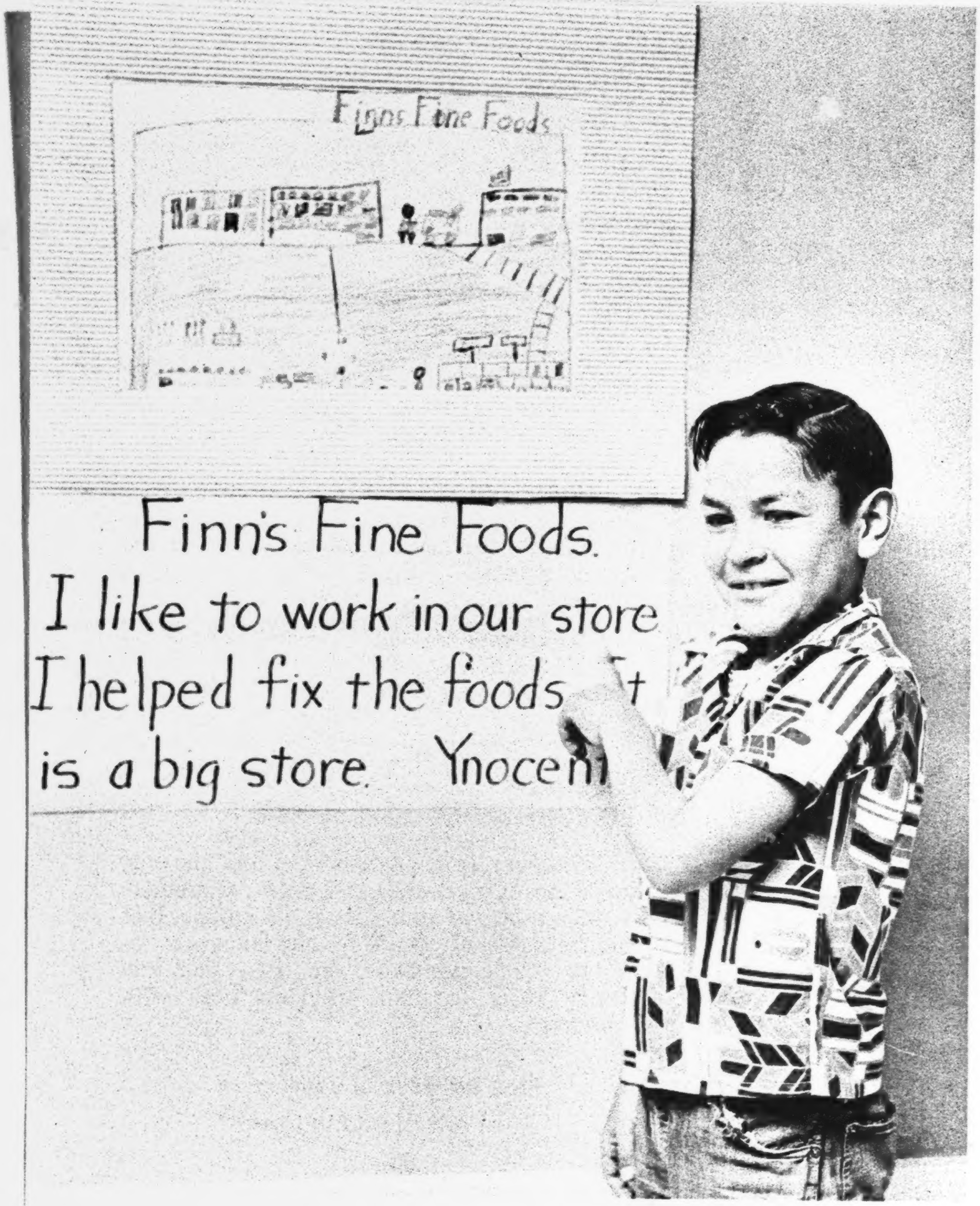
Make a pole with a stick, a string, and a magnet. Put picture cards in a basket, with a paper clip on each. When a child pulls up a card, he must say what it is or throw it back. The child with the most cards at the end wins the game.

4. Blindfold

Present a blindfolded child with objects of different texture or with different numbers of objects. Have him identify the object or tell how many he has.

5. I Saw

Put several objects in a box or behind a small screen on a table. Let children look at them and then try to name what they saw. ***I saw a red crayon, I saw a black crayon, I saw a dime, I saw a book.*** The last one to name a different object may choose the next objects to hide. A more advanced group may play the game by having the child repeat the names of all


Finns Fine Foods
Finn's Fine Foods.
I like to work in our store
I helped fix the foods It
is a big store. Ynocen

All types of
language activity

listening
speaking
reading
writing

promote language growth

objects identified before adding his own: ***I saw a red crayon, a black crayon, a dime, a book, and an apple.***

SUGGESTED TEACHING SEQUENCE

Following is an outline which suggests an order for stressing the common English constructions beginners will need. This is a logical organization for introducing new elements and will probably be helpful for your program with children who stay through most of the year. Use it as you can, but do not be too much concerned if children enter in the middle of the program.

1. Teach the children to identify themselves and tell where they live. For bus children this is an immediate need.

   My name is Maria.
   I live at Camp 24.
   I take bus Number 3.

2. Teach the imperative form, which the child can use to get what he needs.

   Please give me the scissors.
   Please give me the brush.
   Please let me have a turn.

   Throw the ball.
   Play with me.

3. Teach the question form, so that he can ask for what he wants.

May I paint?
May I get a drink?
May I go to the toilet?

4. Teach the present verb form with *I.*

I am in Room 3.
I'm in the first grade.

I want the doll.
I want the truck.

I can jump.
I can throw the ball.

5. Teach *you, you're,* and *yours* with present verbs.

6. Teach *he, him,* and *his* with present verbs. Teach *he is, he isn't,* and *is he?*

7. Teach *she, her,* and *hers, she is, she isn't, is she?*

8. Teach *it, they, they are, they're, them.*

9. Teach *we, us, our, ours.*

10. Teach *this, that, these, those.*

11. Now teach the present progressive form of verbs.

I am throwing the ball.
We are cutting the paper.
You are going outside.
The bell is ringing.

12. Teach the question form with the present progressive.

What is he doing?
What is she making?
What are they playing?

13. Teach the present form of verbs with *do,* including questions and answers.

Yes, I do.
No, I don't.

Do you want a drink?
Do you have a pencil?

I don't like the game.
He doesn't play right.
It doesn't run.

14. Teach the question form beginning with *where* and *when.* Teach the following prepositions.

Where is John?
When is the bus coming?

in and *on*
over and *under*
up and *down*
before and *after*
on and *off*
until
in front of and *behind*

15. Teach the past form of verbs on the list as needed.

I threw the ball.
They sang a song.
He made a picture.
We played a game.

PLANNING A WEEK'S PROGRAM FOR THE DIRECTED LESSONS

Following is a method of using the material in this section to make a specific weekly plan for your group or groups. It is suggested that these plans be kept together in a notebook, so that you can easily refer to your previous work with the group.

Plan for Week of January 14

Words to introduce

face
hands
teeth
brush
fingernails
soap
water
clean
dirty
comb
towel
wet
dry

Constructions to Emphasize

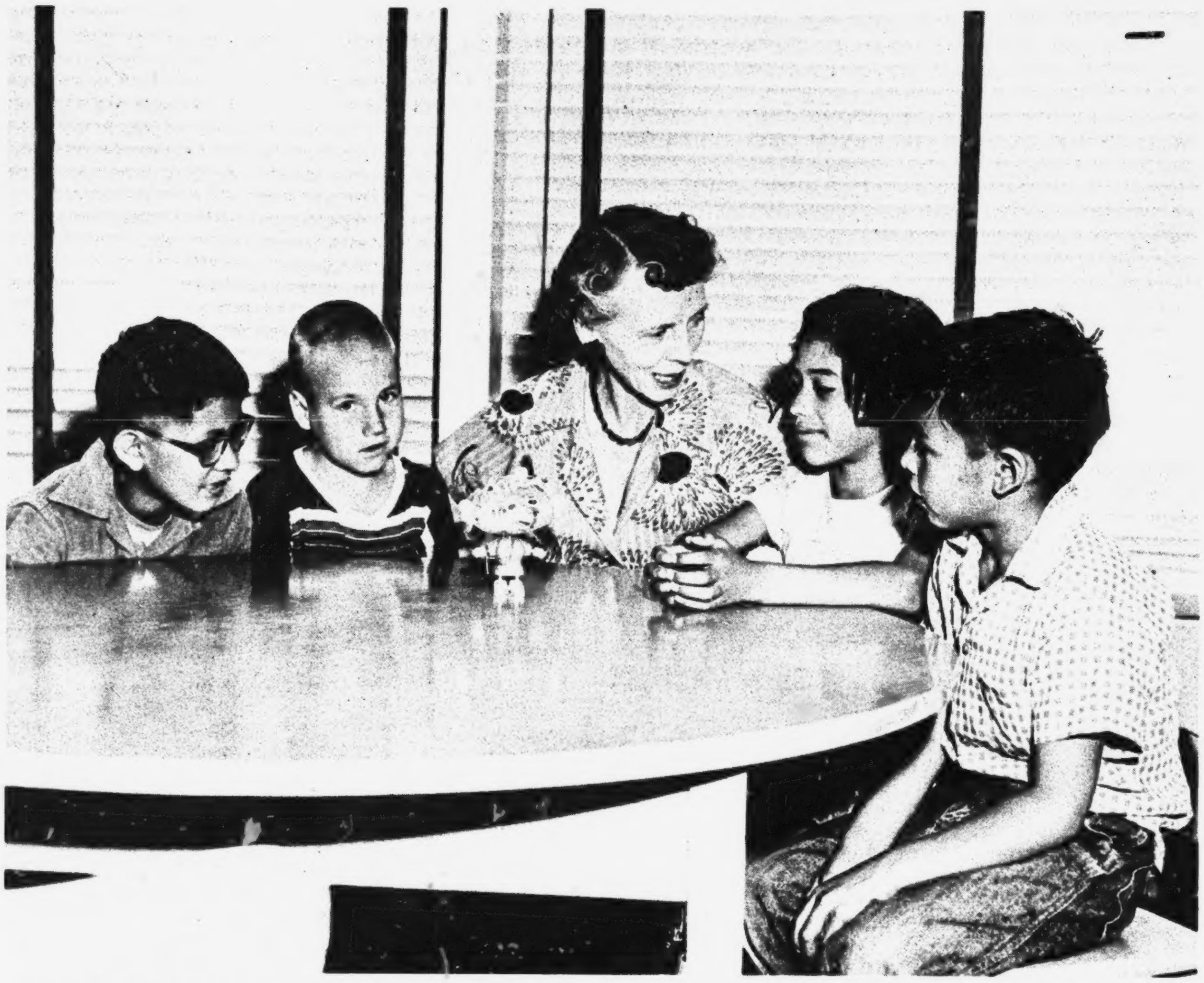
Practice progressive form of verbs, particularly the third person

New Learning Activities

1. Use a chart showing boys and girls in a number of grooming activities:

What is the girl doing?

She is washing her hands.
She is brushing her teeth.
She is combing her hair.



Specialized help from a speech teacher is invaluable to the regular classroom teacher in planning instruction for children who have unusual problems.

What is the boy doing?

He is _ _ _ _.

What are they both doing?

They are _ _ _.

2. Learn and sing the action song:

This is the way we wash our hands
This is the way we comb our hair
This is the way we clean our fingernails
This is the way we brush our teeth, etc.

3. Play game. Child stands behind class and goes through gestures.

What is Peter doing? Rosa, will you guess?

Are you brushing your teeth?
No, I'm not brushing my teeth.
Are you washing your comb?
No, I'm not washing my comb, etc.

4. Situation picture showing a brother and sister getting ready for school. Teacher will tell story about picture. Let children tell stories about the picture.

5. Use set of pictures showing people doing things. Include some review actions from last week. Child may keep card if he can tell what the people are doing.

He is driving a car.
She is washing the children's clothes.
She is sweeping the room.

VOCABULARY FOR BEGINNERS

This list of approximately 400 words is suggested as the basic speaking vocabulary to be taught in the kindergarten and first grade. It should also be helpful for older Spanish-speaking beginners. Teach the present progressive form of verbs as well as the present, and such past forms as are needed.

after
afternoon
again
airplane
all
and
another
apple
arm
around
ask
at
away
baby
bad
ball
band-aid
basket
both
be
beans
bed
before
begin
bell
big
bird
birthday
bite
black
blackboard
blanket
bleeding
block
blow
blue
book
boots
both
bounce
box
boy
bread
breakfast
bring
broom
brother
brown
brush
buggy
build
building
bus
butter
button
buy
by
cabin
cafeteria
cake
camp
can
car
careful
carry
cat
catch
cents
chair
chalk
chicken
children
choose
church
circle
clap
clean
clay
clock
clothes
clouds
coat
cold
color
comb
come
cook
cotton
cough
count
cover
cow
crayon
cross
cry
cup
cut
daddy
dark
day
different
dime
dirty
dishes
do
dog
doll
dollar
don't
door
down
draw
dress
drink
drum
dry
ear
eat
egg
eight
end
erase
eraser
everyone
excuse me
eye
face
fall
family
farmer
fast
father
feed
feet
field
find
finger
fingernails
first
five
fix
flag
floor
flower
flush
fly
food
foot
for
fork
fountain
four
friend
from
fruit
fun
funny
game
garage
garden
get
girl
give
go
good
good-by
good morning
grandfather
grandmother
grass
green
ground
grow
hair
hall
hammer
hand
handkerchief
hang
happy
hat
have
he
head
hear
hello
help
her
here
hers
hide
high
him
his
hit
hold
hole
home
hop
horse
hot
house
how
hurt
I
ice cream
in
into
irrigate
it
its
jump
kleenex
knees
knife
know
last
late
laugh
learn
leaves
left
lake
let
let's
letter
lie
light
like
line
listen
little
live
long
look
loud
love
low
lunch
make
mail
man
mark
mat
may
me
meat
men
milk
minutes
miss
money
moon
more
morning
mother
mouth
move
much
music
my
nail
name
napkin
neck
need
new
next
nickel
night
nine
no
nose
not
now
number
nurse
o'clock
of
off
office
old
on
one
open
or
orange
our
out
outside
over
page
paint
pair
pan
pants
paper
party
paste
pencil
people
piano
pick
picture
piece
pig
place
plant
plate
play
playground
please
plow
pocket
post office
pretty
pull
purple
put
puzzle
quarter
quiet
rabbit
rain
ranch
read
ready
recess
red
rest
ride
right
ring
road
rock
roll
room
rope
round
run
salute
same
sand
say
school
scissors
see
sell
set
seven
share
she
shelf
shirt
shoe
short
show
shower
shut
sick
sing
sister
sit
six
sky
skip
sleep
soap
socks
soft
some
something
song
soup
spoon
stand
stick
stomach
stop
store
story
stove
straight
straw
sun
sweater
sweep
swing
table
talk
take
teacher
teeth
tell
ten
thank you
that
the
their
them
there
these
they
thing
this
those
three
through
throw
tie
time
to
today
toilet
tomorrow
toothbrush
top
towel
town
toy
tractor
train
tree
truck
try
turn
two
under
until
up
us
use
wait
wake
walk
want
wash
water
way
we
well
wet
what
when
where
white
who
will
wind
window
wipe
with
wood
work
write
years
yellow
yes
yesterday
you
your

Spanish speaking children are invaluable assets when the class learns Spanish phrases.

THE BILINGUAL CHILD IN GRADES 2-8

Most children from Spanish-speaking homes and neighborhoods continue to need instructional help with English for several years. By the time they have become bilingual, their needs overlap with those of English-speaking children so much that they are seldom taught separately in the classroom instructional groups.

This integration with the total group is highly desirable for obvious reasons. Language skills are not being learned alone, but in a cluster of learnings which include attitudes, study habits, social skills, and values. Mixed groups promote the most useful learnings for the child who is becoming familiar with the English-speaking culture in all its aspects, provided his special needs can be met in that situation.

Good teachers who are sensitive to the needs of these older boys and girls and are successful in guiding their learning make these general suggestions about working with them:

Appreciate the importance of good human relations in the learning situations. Children who feel they belong to the group will mingle with English-speaking companions, getting much practice in the whole constellation of English learnings, while those who feel separate will tend to spend their time with other Spanish-speaking companions.

Emphasize the value of bilingualism, so that all children realize the advantage of having two languages. Help children see the importance of speaking English well in this country. Also teach some Spanish words and phrases to English-speaking children incidentally as the occasion arises, as in connection with stories in a reader or in a library-table collection, a social studies unit when Spanish-speaking cultures are being studied, or with Spanish songs and dances.

Learning some Spanish helps all children appreciate two languages.

Como esta usted
Cuantos años tiene
mo se llama
amos a estud

Make sure Spanish-speaking children understand the question or subject of discussion, and that what they say is considered respectfully and appreciatively. They are not willing to look foolish or to make mistakes which others consider ridiculous. Safeguard them against experiences which will make them withdraw from discussions. This is important for all ages, but critical for boys and girls in the upper grades.

Work with small mixed groups on many occasions: for reading, committee work, and discussion. Children whose language is uncertain will feel much freer to participate in talk with a few children than with the entire group.

Praise and encourage the child who talks, but do not make him conspicuous. Save corrections for older children until you can work with them alone, unless you are sure their confidence in themselves, you, and their classmates is strong.

LANGUAGE SKILLS

A number of suggestions for working with children on the language skills are included here. Two or three guiding principles should be stressed for any of this work with language:

Speaking a language is learned by much speaking and in no other way. The most important task of the school in teaching the spoken language is to involve children in speaking English as much and as often as possible.

Focus your attention and children's on the idea to be expressed, rather than on the mechanics of language. The mechanics will improve more rapidly in this secondary role, as helpers to good communication, than if they are the principal goals in themselves. Children who do not speak much English will often forget and overcome their mechanical difficulties when they are engrossed in ideas.

Be concerned, but not overly concerned, about the accent, intonation, or usage in children's imperfect English speech. Give them specific help, but realize that if you are successful in getting children to speak a great deal of English, they will correct many of these faults by conscious or unconscious imitation of the English patterns.

Help bilingual children with their language problems within the total group lesson whenever the need can be met that way, rather than separating them for special instruction.

COMPREHENSION

Most bilingual children understand more English than they can speak or write. After the first two or three years, they usually can read more than they can express. The receptive skills are easier to learn, as everyone who has studied a second language will recall.

However, comprehension can be very uncertain. Many children learn to "say the words" in a book, picking up enough of the meaning to follow the general thread. But meanings are necessarily thin when experiences with English have been few. Several practices to build comprehension should be followed in rooms where children do not get much practice with language outside school:

1. Use as many experiences with real things as possible to supplement verbal learning. The more concrete these are, the more you can be certain meanings are being built.

2. Use many pictures, films, interviews, and other experiences of these types to supplement books. These are not so dependent on language to express their meaning.

3. Use a great deal of discussion and explanation in connection with reading in all subjects. Talk about the ideas before, during, and after reading.

4. Work with small groups often so that you can watch and check the comprehension of individual children.

5. Invite and tempt participation of bilingual children in stories, dramatizations, and discussions. But include them whether they participate actively or not, so long as they are interested and intent. They are building comprehension through these experiences.

FLUENCY

Ability to speak readily and expressively depends on many things, but probably these three are the ones schools can work on most effectively: much practice in speaking, a broad vocabulary, and the habit of thinking directly in English. Include many work periods of a laboratory type where children can talk freely together as they work. Focus special interest and attention on words in everything the class does, discussing new words, synonyms, homonyms, slight and subtle differences in meanings, the varied meanings carried by a single word. Writing group stories together makes an excellent opportunity for special attention to words. Make NEW WORD charts for all activities of the room, and go over them with children often.

Encourage children to show things they have made and done. Focus their attention away from themselves and on the object or experience. Make many opportunities every day for children to talk before the class or in small groups. Forget about mechanics when a child is talking. Note to yourself where his difficulties are and plan a language lesson later to build the needed skill.

ENGLISH CONSTRUCTION AND IDIOM

A number of particular English constructions offer persistent difficulty to children who also speak Spanish. Much exposure to good English speech and much practice in conversation with English-speaking people will correct the errors eventually for many children. However, good teaching can speed the process by helping children give attention to correct phrasing and by providing the intensive, purposeful repetition or drill which accustoms the ear and the tongue to the conventional form. When the teacher is sharply aware of the particular forms which his children need, many opportunities will arise for emphasizing them. The language period, when all children are working on correct usage and expression, is the most usable time regularly available. Most of the special needs of bilingual children can be met in this class period by emphasizing practice on those forms which you know are most difficult for the Spanish-speaking children in your group.

These are some of the constructions and usages which Spanish-speaking children generally find difficult. Observe your own children's speech to see whether this seems to be true locally, and add others as needed for your special attention.

Audio-visual materials supplement books.

Children forget language difficulties when they have something to say.

Make a store.
Make it pretty.
Write its name on it.
Market Meat
Hardware Fruit
Food Toy
Flower Shop
Furniture
Draw five boxes.
Put a ball in the fourth.

Dramatizing makes meanings clear.

1. The possessive form of nouns: ***the bird's nest, my brother's coat, the boys' club.*** This is a form not found in the Spanish language, and children tend to say ***the jacket of my brother,*** as they would in Spanish.

2. Verb forms, both tense and number. English verbs are highly irregular, and most difficulties come when children try to conjugate them logically.

3. Double negatives, which are good form in Spanish.

4. Comparative forms of adjectives and adverbs.

5. Word order of adjectives and nouns, often reversed.

6. Word order in questions: e.g., ***Where I am?*** instead of ***Where am I?***

7. Pronouns, especially ***he, she, it,*** and their objective and possessive forms; ***herself, myself, themselves,*** etc., and ***this, that, these, those.***

8. Direct translation of the Spanish idiom: e.g., ***sick of the eye, sick of the foot.*** The child needs the substitute English idiom.

9. These words are interchanged incorrectly: ***some, any; much, many; like, want; say, tell; each, every, all; make, do.***

Excercises of the kinds usually found in language texts for fixing good usage are suitable, provided that they are almost always ORAL, NOT WRITTEN. The correct form must be made very clear and practiced many times first; then exercises should follow in which the correct form is chosen and inserted. Where confusions in usage are to be clarified, as in making the subtle distinctions between ***much*** and ***many***, it is to be expected that the correct forms will have to be practiced many, many times in numerous variations.

ACCENT

The intonation of English sentences often retains a "foreign" sound, one of the common characteristics being a failure to lower the pitch at the end of a sentence. Sometimes in working with individuals it is helpful to have them indicate the rise and fall of pitch in a sentence by using hand movements, much as a melody is sometimes analyzed. Let the child try this with your speech, another child's speech, and then his own.

One of the best ways to focus attention on the rhythm and intonation of English is by choral speaking of both prose and poetry. Children enjoy this activity greatly when the material is well chosen for their interests, and it affords much opportunity for attentive listening, analyzing, and imitation. This is as usable in Grade 8 as in kindergarten, and has the advantage of being a teaching situation where it is not necessary to separate Spanish-speaking and English-speaking children in order to give them each the most effective help.

Some sounds in the English language give Spanish-speaking children especial difficulty. Unless children are given specific help, mispronunciations of these sounds often persist as a strong accent for many years, for children may not hear the difference between the way they speak and the common English pronunciation.

These are the errors in speech sounds most frequently made:*

1. The voiceless Spanish sounds are often substituted for the voiced English sounds:

f for ***v***
s for ***z***
t for ***d***
k for ***g***

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*Adapted from California State Department of Education bulletin, TEACHER'S GUIDE TO THE EDUCATION OF SPANISH-SPEAKING CHILDREN.

This substitution is most frequently made at the end of words; for example, ***ret*** for ***red, bus*** for ***buzz,*** etc. The *s* in plurals and at the end of third person singular verbs in the present tense is often given the *s* sound instead of the more common English *z* sound. Call attention of Spanish-speaking children to the fact that these endings differ in form and pronunciation for different words.

2. ***S, f*** or ***t*** is sometimes substituted for the voiceless ***th;*** for example, ***tum*** for ***thumb.***

Z, v, or ***d*** is sometimes substituted for the voiced ***th;*** for example, ***dan*** for ***than.***

3. ***B*** and ***v*** are often interchanged.

4. ***Ch, sh,*** and ***zh*** are similar sounds often interchanged: ***choes*** for ***shoes, shair*** for ***chair.***

5. ***J*** is sometimes substituted for consonant ***y; jellow*** for ***yellow.***

6. The sound ***wh*** is not made explosively, but sounds more like ***w;*** for example, ***wite*** for ***white.***

7. The sound ***ng*** is made with an added ***k*** or ***g*** sound following the blend; for example, ***singging.***

8. The sound of short ***i*** and long ***e*** are interchanged, the ***e*** being most often substituted for the ***i*** sound; for example, ***sheep*** for ***ship, eet ees*** for ***it is.***

9. The vowel sounds in words like ***cat, cup,*** and ***brother*** are made to sound like ***ah,*** while the vowel in ***put*** is usually made to sound like ***oo.***

A tape recorder helps a child hear his speech as it sounds to others.

These suggestions for method will be helpful:

1. All sounds are best taught by ear. First try to get the child to hear the sound and repeat it without thinking of the speech mechanism involved. Show him how the sound is produced later if he still needs help.

2. Work with consonants first. The vowel sounds are more difficult. Because there are many variations in English vowel sounds and a very limited number in Spanish, many new vowel sounds have to be learned.

3. Work on the correct production of one sound at a time until that is well established. Practice many words using that sound in the initial position in words, in the final position, and in the medial position.

4. Then introduce the other sound which is often confused with this. Practice many words using that sound in all positions.

5. Now give exercises in discriminating between the sounds, first in hearing the differences, then in producing them correctly.

OLDER BEGINNERS

Occasionally a child enters one of the upper grades as a transfer from Mexico or another country, understanding little or no English. Such a child will necessarily be a special case, with needs to be met by whatever special provisions can be made by the school. The most desirable situation is probably to place the child with other children in his general age range for the major part of the day, giving him individual instruction in the English language for at least one period daily.

When it is not possible to arrange for special instruction, there are several things the teacher in a regular class can do. Five minutes of individual attention from the teacher several times during the day can set the child at tasks which will help him. Use an English-speaking friend to work with him on these tasks. Here are some suggestions for work on English for such a situation:

1. Work with real objects in the room, teaching the phrases the child needs immediately. Let the child who is acting as helper carry on the practice you outline for the day.

2. Have the child make scrapbooks, showing common nouns and actions. Classify these so that he learns the vocabulary for games, for shopping, for meals, for work people do, etc. Talk about these pictures, asking and answering questions. If the child has already learned to write another language, have him start writing in English as he learns speaking. Remember that the spoken English is his primary need.

3. Start him working through a pre-primer and primer program as soon as he can speak enough English to understand what he is reading—and not before. Have him do much reading aloud with his helper partner.

4. Try using one of these books or such parts as seem helpful.

Richards, I. A. and Gibson, C. M. ENGLISH THROUGH PICTURES. New York: Pocket Books, Inc.

This is written for adults, but is useful for boys and girls in Grades 6-8.

Rojas, Pauline M. ET AL. FRIES AMERICAN ENGLISH SERIES, Book One and Book Two. Teachers' Manual. Boston: D. C. Heath Co., 1954.

These are texts designed for Puerta Rican boys and girls 10-12 years of age who are learning English as a second language. They are helpful in Grade 4 and above.

REFERENCES FOR FURTHER READING

California State Department of Education. TEACHER'S GUIDE TO THE EDUCATION OF SPANISH-SPEAKING CHILDREN. Bulletin Vol. XXI, No. 14, October, 1952. Sacramento, California.

El Paso Public Schools. MANUALS OF AIDS AND DEVICES FOR TEACHING BILINGUAL CHILDREN. Grades 1 to 5. 1946-1949.

SPANISH-AMERICAN SONG AND GAME BOOK. New York: A. S. Barnes and Co. 1942.

Tireman, L. S. TEACHING SPANISH-SPEAKING CHILDREN. Albuquerque: University of New Mexico Press, 1948.

6. Learning for Better Living

"That boy of mine!" A mother in the camp said to the visiting nurse. "Everything he learns at school he teaches us at home."

School CAN make a difference in the way children live, and in the way families live, too. For some children, in some degree, living becomes better with each school experience which helps them know about good health and safety practices, about better nutrition and child care and all the other practical problems of home and family living. No matter how slowly learning seems to come about, schools should never underestimate the effect of "Teacher says—" or better still, "We found out at school today—".

Teaching for better living has special importance and urgency for these children, not only because home life goes on under the difficult conditions of temporary camp living, but because so many of them take on responsibilities of home management at an early age. Where both father and mother work in the fields, and where there are many small children to care for, the older children carry on many of the family work activities. Many of them marry young; within a year or two of their elementary-school days they have homes and families of their own and are determining the patterns of living for a new family.

HEALTH AND SAFETY

KNOW LOCAL NEEDS. If learning is to affect living, it must be related to life as children know it. Teaching children that they should have a warm bath every day is wasted instruction if water for baths must be carried in buckets from a faucet 500 yards away to be heated in tubs on top of the stove and there are ten children to bathe in a one-room cabin. But teaching them to take sponge baths might bring results. There is little profit in teaching children to describe a good breakfast of orange juice, bacon and eggs, buttered whole wheat toast, and a glass of milk if beans and tortillas are the staple diet at home. But teaching them that families can have many kinds of good breakfasts with Mexican foods might be effective.

The more teachers know about actual living conditions and the health and safety problems in their own area, the more realistic and useful will be the school experiences they plan for children. A systematic survey can be immensely helpful in bringing together all the knowledge teachers have about their area as the basis for a down-to-earth instructional program. Talking with school and public-health nurses, with social workers, home-demonstration agents, migrant ministry workers, child welfare and attendance workers, and others who know camp families well, will supplement the teacher's own more limited experience and suggest many ideas for his work with children.

The school nurse knows homes and families.

The following outline does not begin to include all the health and safety problems which will be discovered in a local survey, but it does suggest some of the types of information teachers find helpful. These are the most urgent needs for instruction found by committees of teachers working in several schools in a cotton-growing area.

A. DENTAL HEALTH. This seems to be one of the most important unmet problems of this area. Poor nutrition and lack of daily care undoubtedly contribute to the great prevalence of caries. Distance from any center where dental service are available and lack of money for dental bills mean that there have been few dental repairs. We should include this teaching throughout the school:

1. How to brush teeth; how to take care of toothbrushes; ways of cleaning teeth when one has no brush or toothpaste.
2. The importance of reducing sweets; other foods to substitute.
3. The value of rinsing the mouth or cleaning teeth after each meal.
4. Understanding the structure of teeth and how decay starts.
5. Services offered by dentists; how to arrange for them; cost.

B. NUTRITION. The noon lunch at school is often the best meal children have. Many families do not eat regular meals, but keep food available for everyone to eat when hungry; this is particularly true of breakfast. There is little supervision of the diet under these circumstances, and nutrition is poor. In many cases the adults of the family do not have adequate information about nutrition. Because of limited household facilities, they buy foods that are easy to prepare and to serve and that do not require refrigeration. Generally speaking, there are too many fried foods, sweets, and starches, and too little milk and vegetables. We should include this teaching at school:

Talking about the day's lunch helps children learn about nutrition.

1. Knowledge of how to plan and select food for a balanced diet; importance of such a diet to health and energy.
2. Importance of cleanliness in the care and preparation of foods; how to take care of garbage safely; dangers in poor sanitation.
3. Learning to like new foods; desirability of a wide variety of foods in the diet.
4. Importance of vegetables and fruit.
5. Value of milk; ways to include more of it in the diet; use of powdered skim milk.
6. Importance of a good breakfast; what it should include.

C. CLEANLINESS. Keeping clean is difficult in camp situations. Bathing and toilet facilities are public, and there seldom is running water in the cabins. Pediculosis, impetigo, and other diseases that flourish under these conditions are prevalent. We should teach these things in the schools:

1. Need for clean body and clean clothes; ways of bathing.
2. Precautions in the use of public showers and toilets.
3. Habits of handwashing after play, after toilet, and before eating.
4. Care of fingernails; combing hair; and other essentials of good grooming.
5. How to shampoo hair and clean brushes and combs.

6. How to eliminate pediculosis and impetigo; how to prevent the spread of these diseases.
7. Importance of regular habits of elimination; learning vocabulary for bathroom facilities and bodily functions.

D. REST. With so many people living in close quarters, few children have proper rest. Several often sleep in a single bed. Beds and bedding are apt to be poor and not properly cared for. Many children stay up until the adults go to bed. We should include these learnings in the school program:

1. Need for reasonable bed time and adequate sleep; differing requirements for rest at different ages.
2. Need for family co-operation to let the younger members get enough rest.
3. Value of planning quiet family activities before bedtime.

E. CARE OF EYES. Cabins are poorly lighted, and little attention is given to preventing eye strain. Many children who need glasses are without them; when they have been provided, children often lose or break them or neglect to wear them. We should emphasize these points in school:

1. Importance of proper light for close work.
2. Effect of constant eye strain; importance of wearing glasses when one needs them.

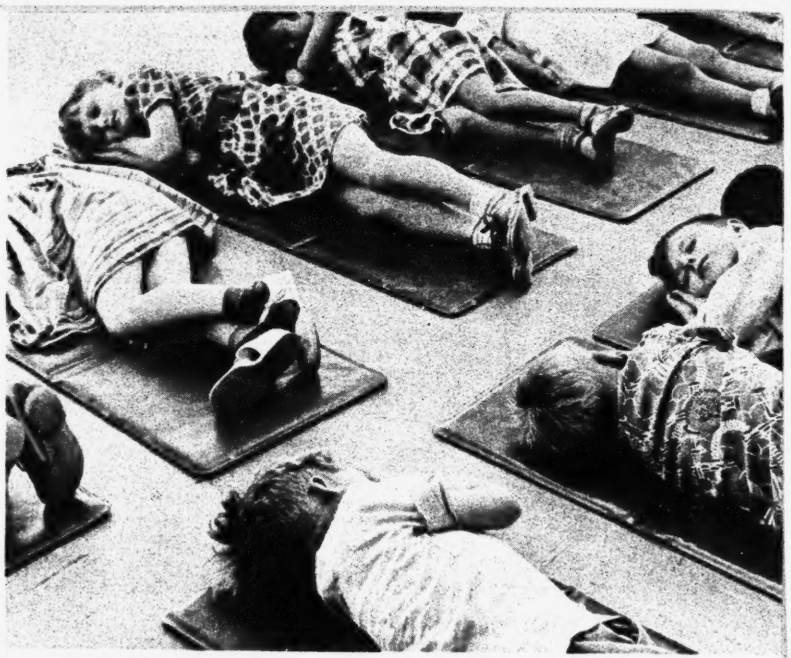
F. SAFETY. Heating and cooking in the cabins is carried on by use of wood stoves, oil, gasoline, or butane. In such close quarters the dangers of burns and fire, especially in cold weather, are acute. Camp yards are often littered with broken glass and pieces of old metal and wire, and children commonly play barefooted. Dump yards are inviting to children's play. Open ditches and canals offer hazards, both for drowning and for serious cuts because of the cans and other refuse thrown into them. When children accompany their parents to the fields for work, accidents occasionally occur from farm machinery and from suffocation in cotton piles. We should teach children these things in the schools:

1. Precautions against burns; how to treat burns; how to prevent and put out fires; what to do if clothing catches on fire.
2. Precautions in playing around glass and broken metal; how to take care of cuts and scratches.
3. Dangers from playing in dump yards or in canals.
4. Precautions in playing near farm machinery; danger of playing in cotton.
5. Safety in crossing highways and roads and in walking along them.
6. How to protect small children of the family; need for barrier around stove; for fences or other enclosure in the yard.
7. What to do in case of accident or injury.
8. Importance of drinking safe water; how to tell whether water is safe.

PROVIDE PRACTICE AT SCHOOL. In developing habits of safe and healthful living, activities are far more effective than talk. So far as possible, arrange classroom routines to give practice in the habits you wish to foster. Teachers have found many ways to do this. A mirror near the sink encourages clean faces and hands and neat hair. Time and opportunity for hand washing make it possible for children to practice what you preach. Rest periods in the lower grades, good lighting and ventilation, attention to safety in the use of room equipment, safety precautions on the playground, and the teacher's own example of safe and healthful living all emphasize the points the school wants to teach.

Some classrooms have experimented with the use of toothbrushes at school where many children do not have them at home. The feeling of a clean mouth and clean teeth is a stronger teaching argument than any amount of explanation about bacteria and decay—though that helps, too.

Room parties offer an opportunity for children to learn about foods which can be substitutes for sweets, if teachers will replace cookies and soft drinks with candies


Most young children need extra rest at school.

Teaching safety through playground activity.

Brushing teeth is a new experience for many children.

A tasting party in the cafeteria.

Health services are opportunities to teach.

made entirely of fruits, cheese and crackers, fruit punch, "sodas" made with fruit juice and skim milk whipped together, or kabobs which children thread themselves with various fruits or with cold meat, pickles, carrot slices, and pieces of green pepper.

USE RELATED SCHOOL PROGRAMS. School cafeterias can be as important educationally as they are nutritionally, when classroom teaching extends and reinforces their work. Post the day's menu on the bulletin board. Take time before lunch to talk over with the children what they will have to eat and explain the reasons for the good balance of foods.

New foods can be introduced to widen children's diets; if a few children are invited to the cafeteria for an advance "tasting party", they can go back to their classrooms to advertise the new food and whip up an eagerness to try it. One school always serves minute portions of a new food before it is put on the regular menu; children like to try these samples. Some schools have had success in getting children to eat all the food on the plate lunch by forming "Clean-Plate Clubs"; pupils are allowed to take as small portions as they like, but they must eat some of everything and all the food they take to get club credit.

When children act as helpers in the cafeteria, they have opportunity to learn about sanitary ways to handle foods, and can bring these experiences to the classroom to share.

School health services not only need the cooperation of classroom teaching to make the most of their possibilities, but offer invaluable opportunity for timely, highly motivated learning. One school plans its instructional program in health for the year around the calendar of health services and special weeks. Weighing and measuring is accompanied by classroom study of growth and the factors which promote healthy development. Vision and hearing tests are preceded and followed by study of the care of eyes and ears. The immunization programs are strengthened by teaching children about available public health services and clinics, and about the prevention and control of communicable diseases. Tuberculosis testing is the occasion for teaching about the causes, prevention, and treatment of this disease. Dental Health Week and Mental Health Week offer a springboard for classroom emphasis in these areas.

Safety Everywhere

Children make their own safety slogans.

First aid is useful learning.

The school nurse is a valuable resource person on many occasions, both in planning classroom instruction and in demonstrating to or talking with boys and girls in their rooms. When health examinations are about to be made, she can prepare the class by explaining what the doctor will do, what he is looking for, and why the examination is important. She can demonstrate the treatment of cuts and burns and certain first-aid procedures, show children what should be in a family medicine kit and how to use it, and help in innumerable such ways because of her special training and because of her acquaintance with children's homes and the health problems there.

OTHER INSTRUCTION. In addition to this systematic use of children's experiences, many other learning activities can be arranged in the classroom. Most units of work have possible health and safety aspects which can be stressed in a particularly meaningful way in connection with broad areas of learning. Textbooks are rich sources of ideas, useful as a guide to help the teacher see the over-all program of valuable health teaching for his grade when the material is supplemented and adapted to the particular needs of the group.

To make the most of all these activities, children need much opportunity for full and frank discussion, to find the importance of what they have seen and done, to understand its implications, to relate it to their own lives, and to make generalizations which will function for them in other situations.

Things to remember—
1. Matches are dangerous. Don't play with them.
2. Keep away from fires, inside and out
3. If you must use
ask an adult for
4. Report any
see
should
My Fireman Book

Fire safety is important in the camps.

HOMEMAKING

Some of the most valuable learnings the elementary school can offer to older boys and girls in this group are included in the homemaking and industrial arts programs which are being developed in many schools for 7th and 8th grades. This is the only place many of these children will get this help, since many of them will not go on to high school or will leave soon, and since most of these experiences are not available in their own homes.

The homemaking program needs to be as broad as possible, involving all areas of learning which are important to the building of a good home. Because these boys and girls are younger than the high-school youth who are ordinarily more concerned with some of the topics recommended, care must be taken to keep the material and methods suitable to their maturity. Projects should be of short duration and simple enough so that boys and girls can have the satisfaction of doing them well. Skills should be learned as an outgrowth of real projects, not in isolation; these children are interested in activities, not in too much talk about them.

Many of the activities suggested here can be carried on in a regular classroom with no equipment except the things teachers and children can gather together. With a homemaking and a shop laboratory available to them, a very rich program becomes possible. Equipment and facilities can and should be very simple; it is more important to have enough equipment, material and space than to have intricate machines or devices which children cannot hope to have in their own homes.

Following is an outline of the developing program which is being carried out in a number of schools. Many of these activities have been offered to girls alone, but boys are increasingly being drawn into the program.

UNIT 1. PERSONAL GROOMING

A. Important Learnings:

The importance of personal cleanliness
Ways to achieve cleanliness under conditions of camp living
Practical ways to increase the attractiveness of one's appearance

B. Learning Activities:

Shampooing and arranging hair
Cutting hair
Giving home permanents
Rolling hair in pin curls
Washing combs and brushes
Manicuring and cleaning nails
Taking different kinds of baths or showers
Choosing cosmetics and preparing inexpensive deodorants, hand lotions, shampoo, toothpaste and containers
Treating dandruff and pediculosis
Applying make-up and caring for the skin
Caring for shoes: polishing, cleaning, shoestrings
Caring for feet. Demonstrate foot exercises, cutting toenails properly, prevention and treatment of Athlete's Foot
Learning about and practicing good posture
Learning requirement of a balanced diet
Finding out about medical checks, dental checks, and eye examinations as ways of keeping physically fit
Discussing values of adequate rest and good choices in recreation, as they affect well-being
Caring for clothing: removing spots, washing sweaters, underwear, and socks
Selecting becoming styles in clothing, suitable clothes for the occasion and the weather
Reading women's magazines and learning to use them as a source of information

UNIT 2. FAMILY FOOD AND NUTRITION

A. Important Learnings:

How to prepare a simple family meal

How to plan meals on a basic pattern

How to buy food economically

How to store food so that it is kept clean and will not spoil

How to make good use of foods that do not need refrigeration

How to handle food with sanitary precautions and how to take care of garbage

How to grow foods

How to can and preserve foods

B. Learning Activities:

Planning and cooking a good breakfast

Baking a one-dish casserole meal

Planning and preparing a picnic

Planning and preparing a packed lunch

Making several kinds of sandwiches

Planning and giving a party, making refreshments

Studying nutritional needs to be considered in meal planning

Planning low-cost family meals; preparing some of the dishes (including Mexican meals)

Setting a table and serving a meal to guests

Preparing a meal for small children

Preparing food for bed patients, invalids, people on special diets

Using package mixes for breads, cakes and other baking

Preparing dishes with powdered skim milk, dried eggs, and other foods that do not need refrigeration

Collecting recipes and making a file

Making jam or jelly

Canning fruit

Making a vegetable garden

Planning meals for a week and making a grocery list. Visiting a grocery store and planning the best ways to spend a given sum for the week's groceries

Comparing packs, prices, and other factors in obtaining good value for the food dollar

Washing dishes, dish cloths, and dish towels

UNIT 3. CHILD CARE

A. Important Learnings:

How to bathe and dress a small child

Older girls observe child development in kindergarten.

How to supervise a small child's activities

How children grow and develop, and the importance of childhood

How to plan for a happy family life for small children

Food needs of infants and small children

B. Learning activities:

Observing in kindergarten to see how children behave and what experts do to guide them happily

Learning to tell stories and sing songs for small children

Making a collection of stories, songs, and games for small children

Learning to supervise and guide children's play. Visiting kindergarten to assist teacher with some activities.

Making home observations of children to discover characteristics of different ages

Making toys, bean bags, and other equipment to use in caring for babies

Learning how to baby-sit for other people's children

Watching a mother bathe her baby and prepare its feeding

Learning about pre-natal care to have a healthy baby

Making a crib for some baby in the community.

Planning a layette and making some garments for an infant

Learning to select play clothing for small children

Preparing a meal for a small child

Boys enjoy sewing, too.

UNIT 4. CONSTRUCTION AND CARE OF CLOTHING

A. Important Learnings:

How to wash and iron personal clothing

How to do a household laundry by hand and with a machine

How to do simple mending, by hand and with a machine

How to spot clean and dry clean

How to make simple garments for oneself

How to make over a garment needing simple adjustments

B. Learning Activities:

Washing by different methods

Comparing the effect of soaps and detergents on different types of materials

Bleaching, starching, blueing, dampening, and ironing

Constructing simple ironing aids: sleeve boards, ironing pads, board covers

Changing an ironing board cover

Preparing a plain flat board for ironing curtains and other large pieces and for use as a temporary ironing board

Preparing a home cleaning kit

Learning the advantages and disadvantages of home dry cleaning; finding the cost of different methods

Mending socks and stockings

Replacing buttons and repairing worn button holes; making button holes by hand, machine, and with commercial tapes

Shortening and repairing zippers; replacing them

Mending jeans, by use of press-on patches

Mending men's shirts, turning collars and cuffs

Replacing worn elastic

Replacing shoulder straps, hooks and eyes

Shortening slips and other garments

Learning how to make quilts from discarded woolen garments

Planning and making a sewing kit

Using and caring for sewing machine

Learning about textiles: quality, uses, cost

Remodeling clothing

Making simple blouses, skirts, aprons, clothes bags, using patterns

UNIT 5. HOME NURSING AND FIRST AID

A. Important Learnings:

Recognizing symptoms which need a doctor's attention

How to keep illness from spreading

How to make an invalid comfortable

How to care for simple accidents and illness at home

B. Learning Activities:

Seeing demonstration of bathing a bed patient

Learning to make a back rest and tray for patient; how to feed, wash teeth

Learning about diet for invalids

Learning about symptoms of illness

Taking temperature

Learning about medicines and patent medicines

Making a family medicine cabinet and first-aid kit

Learning to eliminate and prevent pediculosis, impetigo, and ringworm

Taking care of burns and cuts. Learning about convulsions

Sterilizing things used in a sick room

Making and using paper-bag containers and other improvised equipment for the care of the sick

Learning what to do in emergencies

Learning home care of the sick.

o eliminate and prevent pediculosis
nd ringworm.

Sandwiches
Meats
Soups

Learning to make furnishings from inexpensive materials.

Repairing a farm worker's cabin.

UNIT 6. HOME CARE

A. Important Learnings:

Importance of making one's home attractive, comfortable, and safe
Ways to make a new place homelike
How to clean and organize a new cabin
How to make simple home repairs
How to build or improvise simple furniture

B. Learning Activities:

Clean, repair, and furnish a worker's cabin
Examine and compare sheets, pillow cases, material for curtains and other textiles for the home
Sand and paint old furniture
Make and hang curtains
Cover sofa pillows
Dye material to use for a bed cover or a hanging for a cupboard
Frame cut-out pictures to decorate a cabin
Make a dressing table or cupboard from orange crates or boxes
Plant and care for pot plants and a small flower garden
Make a safety check list for a home: elimination of fire hazards, broken steps, or flooring; safe use of open fires, gasoline stoves, boiling water, etc.
Learn ways to control or eliminate dangerous insects

Knowing how to use common materials helps at home and on the job.

INDUSTRIAL ARTS

Both boys and girls of this group lack skills and experience in the use of tools and construction materials. Aside from the general educational value of developing skillful hands and the ability to solve problems intelligently in the use of materials, this learning offers boys and girls ways to improve the safety, convenience, and attractiveness of their homes as well as skills they particularly need if they are to be able to handle machinery and tools in the more responsible farm jobs which offer most of them the first step up from casual labor.

More opportunities to use tools and materials are being made through the entire school's program by teachers who are concerned about this need, so that children will not come to the upper grades reaching for the wrong end of a hammer. Portable tool kits like the ones shown in the picture at the right, make many such activities easily manageable.

This is the program being developed with the special needs of this group particularly in mind. It has been offered generally to boys, but girls are being brought into the program in many ways.

UNIT 1. WORKING WITH WOOD AND OTHER COMMON CONSTRUCTION MATERIALS

A. Important Learnings:

Ability to plan and make useful articles with wood

Ability to use the hand tools commonly available at home and on farm jobs

Skill in handling wood to produce sturdy pieces of good workmanship

Ability to finish wood pieces with paint and varnish

Ability to mix and use concrete

Ability to use bricks

Children learn to use tools in the early grades.

SA..ES OF OUR ..RK

B. Learning Activities:

Making wooden toys for small children

Making a hinged notebook cover

Making a bread board

Making a bed tray for an invalid

Making game equipment which can be used at home: swings, tennis paddles, game boards, etc.

Making a hanging shelf

Making a cupboard

Building a light fence

Paving a small area with concrete or bricks

Building a wall section with bricks

Making adobe bricks

UNIT 2. HOME CRAFTS

A. Important Learnings

To learn to work with a variety of craft materials

To design and make objects to beautify the home

B. Learning Activities:

Making a clay flower bowl

Designing and modeling a clay figure

Making a lamp or lamp shade

Making children's Christmas toys and Christmas tree ornaments

Block printing a piece of textile

Mounting pictures in various ways

Carving a small wooden plaque

Making plastic and leather objects

UNIT 3. MACHINES

A. Important Learnings:

How to oil and lubricate common machines

Understanding basic mechanical principles in the way machines do work

Basic principles of the operation of gasoline, diesel, and electric motors

How to use machines safely

B. Learning Activities:

Taking a bicycle apart and putting it together again. Oiling and lubricating

Examining other machines to see how they work

Boys can learn about machinery by taking care of school equipment.

Taking field trips to examine farm machinery, cars and trucks being serviced, and industrial machinery

Operating gasoline, diesel, and electric motors

Building models of simple electric motors, doorbells and telegraph sets

Studying requirements of the Motor Vehicle Code.

UNIT 4. HOME REPAIRS

A. Important Learnings:

How to guard against safety hazards in the home

How to make simple repairs of household appliances

How to repair and recondition furniture

How to use electricity safely

Ability to make simple plumbing repairs

B. Learning Activities:

Repairing an electric cord

Replacing a washer in a faucet

Installing a new faucet

Replacing a fuse

Repairing a broken chair

Repairing steps

Mending a window screen or screen door

UNIT 5. HOME FURNISHING AND HOME REPAIR

A. Important Learnings:

Importance of making one's home attractive, comfortable, and safe

Ways to make a new place homelike

How to clean and organize a new cabin

How to build simple furniture

B. Learning Activities:

Cleaning, repairing, and furnishing a worker's cabin (Work with Homemaking Unit on Home Care)

Making and installing shelves for dishes and supplies

Building a water cooler for food

Putting up a clothes pole

Making a window box

Fastening a drop-leaf table against wall of cabin

Making a simple screen for privacy in a one-room house

Building a simple kitchen cupboard

Making a table, stool or bench

Making and padding an ironing board which will fold up against the wall

Building a pen and a house for a dozen laying hens and caring for them

RECREATION

The need for recreation in camp areas is always identified by people who work with migrant families as one of the important problems. Boys and girls need to know how to play games, make equipment, sing and play simple social instruments, develop art and crafts activities and hobbies of all sorts as resources for wholesome, profitable use of time at home and in the camp groups. They need to develop the kind of leadership qualities and resourcefulness which will lead them to initiate recreational activities and obtain or improvise the equipment needed for it. The difference in recreation between one camp and the next is more often the difference in people than anything else; even one good creative leader in the children's group makes things happen.

The whole school program can contribute to building these resources for children if teachers make a point of developing opportunities. Physical education programs can include special stress on games which a few children can organize and play together; on the kinds of social games which work with groups of mixed ages; on games which take the simple kind of equipment which can be improvised without much trouble or expense; on play-party games, square dancing, and social dancing. The organization for physical education periods can give many children the opportunity to develop leadership in organizing activities, and carefully teach the skills which are helpful for that situation. If children are taught to adapt games to local conditions and how to organize and start play, even the team games they enjoy so much at school are usable in neighborhood groups.

Some of the simple games which are good for children of all ages for "backyard play" are Ante-over, which uses only a small rubber ball; Bull Durham Baseball, using a paddle for a bat and a filled tobacco sack for a ball; Kick The Can, using a tin can; Steal the Bacon, which needs only a stick; Capture The Flag, which is played with a piece of cloth; and Prisoner's Base and King of the Mountain, which take no equipment at all and can include as few or as many children as want to play.

Among the games suitable even for the older boys and girls and requiring only simple equipment they can learn to make, are Quoits or Horseshoes; Bull Board, Shuffleboard, Ten Pins, Skiddles, Ring Toss, Ten-Pin Toss, Bean-Bag Toss, and Lawn Bowling. Directions for these can be found in any good game book; equipment can be adapted to this situation by improvising ways to make it from boxes, cans, and other inexpensive materials. Equipment for these and similar games can be made in the school shop or in classrooms with the aid of a portable tool kit. If those which are suitable for use indoors or in the corridors are used for rainy-day or warm-day activities, and other games are taught and practiced in the physical education period, children can have teacher guidance in learning their possibilities.

Social singing helps to enrich recreation. As part of the music program, teach children songs like these which are sung around campfires and at informal public gatherings everywhere: YANKEE DOODLE, AMERICA THE BEAUTIFUL, GOD BLESS AMERICA, BATTLE HYMN OF THE REPUBLIC, BILLY BOY, WORKING ON THE RAILROAD, HOME ON THE RANGE, OH SUSANNA, SHOO FLY, OLD MCDONALD HAD A FARM, SILENT NIGHT. Help them learn to play some of the social instruments used for informal fun: harmonica, song flute, sweet potato and kazoo, comb and paper, ukelele and guitar, autoharp and song bells.

SCHOOL CAMPING

Where school districts have been able to offer camping experiences as part of the school's program, this has provided a learning situation which can hardly be duplicated in any other way. Many children in migrant areas come to school in buses and really have very little contact with one another outside school. In a camping situation where all the boys and girls of a class live together for a week at a time, they become a closely-knit group, learning to know, appreciate, and accept one another as never before.

Camp children have special need of recreational skills.

Here is an opportunity to teach good habits of personal living in a setting not very different from the one in which they live; most of the procedures are entirely practicable for their own situations. Daily showers, keeping shower rooms and toilet rooms clean, making beds, polishing shoes, planning and using good systems for ordering their belongings in a cabin shared by several people, sweeping and cleaning the cabin, and putting the yard in order are camp experiences the whole group takes for granted and learns from. Regular rest periods are part of the schedule; and children participate in setting tables, serving the food at the table, and cleaning up. The young counselors who are part of each small group become faithfully followed examples in courtesy and habits of personal living; with few or no words, they provide the pattern many children need.

Camp recreation is an ideal source of ideas and skills for recreation which can be carried on where the children live. Crafts, games of all kinds, square dancing, dramatics, and hobbies of all kinds are learned and practiced. All the lore of outdoors widens their perception of the meaning and significance to be found in their own rural experiences.

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7. Continuity for Children Who Move

TRANSFERS AND RECORDS

Many teachers touch the life of a migrant child briefly. Each of them does his best to know and help the child, as far as he is able under the conditions in his school at the time. But in most instances each of these teachers works alone; each school stop is for the boys or girls a separate and inconclusive experience.

Communication between schools is a persistent concern of all teachers who work under these circumstances, and a problem complicated with many difficulties. At the time of year when transfers are heavy, the clerical staff of a school has a hard time to keep up with the school's own records and the requests which pour in for information; yet if replies are delayed, they are almost useless in the new situation, and very possibly will never catch up with the new child. Much of the material on the kind of transfer that helps with instruction can be filled in only by the teacher who has been working with the child and knows the educational picture well, but this is the teacher's busy time, too. Even more baffling is the problem of how to get children to take with them the materials which will help to give them a good start in the new school.

The following transfer materials and procedures have been developed with these problems in mind, and have proved practicable and helpful in many migrant situations:

1. THE TRANSFER PACKET. This packet goes with a child when he transfers to a new school. It contains the PUPIL TRANSFER shown on the following page, in the form of a friendly letter about the child to the new teacher. This transfer form enables the teacher to send a good deal of constructive information with very little effort. Some teachers become very skillful in their ability to say the things which are most helpful both to the new teacher and to the child as he faces the new situation. The transfer is accompanied by samples of the best work the child has done, taken from the same pupil file which each teacher keeps in his classroom as part of the regular learning program. Any other diagnostic material or progress records on hand which would be helpful in continuing the child's work also go into the packet. All these materials are enclosed in a sturdy 6½ x 9½" manila envelope for ease in carrying.

2. DATA FROM CUMULATIVE RECORDS. Other more confidential information is gradually accumulated by the schools the child attends. Test data, case studies, some health records, and other material of this kind need to be made available to new schools, also, because of their great importance in the educational treatment of the child. The form, INFORMATION FROM SCHOOL RECORDS, provides an economical way to record the most important data from the school's records. This is mailed to the new school UPON REQUEST ONLY, because so many families are not sure where the children will enter school next. The Post-card form, REQUEST FOR DATA FROM CUMULATIVE RECORDS, is used by the receiving school to send to the last school of attendance at the time the child registers.

Mechanically this procedure seems to work very well. The information which goes on the forms is of varying value, depending upon the insight and skill of the teacher and the completeness of the school's records. Several practices have helped to increase the number of transfers children take with them: 1) interesting children in the value of the transfer packet by involving them in collecting the material; 2) reminding the class about transfers regularly before week-ends and holidays, when many families are moving, and 3) interesting parents through letters and personal contacts.

GOALS FOR CONTINUITY

The best guarantee for continuity is a goal-centered child who wants an education. Each time a family moves there is opportunity for children to stay out of school a long time during the transition. And for older boys and girls, near the age limit for compulsory attendance or big enough to look as if they were, each school break may become the final break with organized education.

Boys and girls need to know what school has to offer them, and to realize the handicaps they will face without an education. They need to be helped to broaden their limited concepts of school as a place to learn to read and write, and see its value for a richer and more interesting life. They need to understand and believe in their own potentialities, and to see a way they can work toward better jobs and full, responsible citizenship.

For these boys and girls, vocational guidance cannot wait until high school. They can learn about many kinds of jobs from the time they first study their own neighborhoods and towns; people at work should have important stress in all units. An organized study of vocations certainly should be included in the seventh or eighth grade, with enough practical and specific information about the advantages and disadvantages of a wide variety of jobs and the educational preparation required for each of them so that boys and girls can set strong and practicable goals for themselves.

With these important needs in mind, teachers can find many opportunities in the school program to help children build the kind of goals and values which will give them purpose and direction through all the changes in their lives. Then, knowing what they need and want, they will build their own continuity.

BOOKS FOR BOYS AND GIRLS

Hunt, Rolfe Lanier. HIGH SCHOOL AHEAD! 1952

ORIGINAL

FRESNO COUNTY PUPIL TRANSFER

Last Name ____________ First Name ________ Grade ______ Birthdate ________, 19___

____________ Parent or Guardian ____________ Old Address

____________ New Address

From ____________ School

Last attended ____________ To ____________ School

Transfer issued ____________ ____________ County

(Signed)____________
Principal or Teacher

- -

To the New Teacher:

This will introduce ____________ ____________,
who has been in our school approximately ____________
We hope the following information will be helpful in making this change as smooth as possible.

These are the materials which this pupil has been using successfully in the skill subjects. Sample work papers are attached if available.

Grade Level or Name of Text

Reading ____________

Arithmetic ____________

Spelling ____________

The items checked below call attention to special physical needs:

______ Vision

______ Hearing

______ Limited physical activity

______ Other

This pupil has special interests or abilities in the following areas:

Other comments:

Further information (is) (is not) available from the cumulative record card upon request.

(Signed)____________
Teacher

(Give this copy to pupil)

INFORMATION FROM SCHOOL RECORDS

__________________________ School Date: ______________

__________________________ County

PUPIL'S NAME:

Date of entry______________ Date of withdrawal______________

ATTENDANCE: ______ Regular ______ Irregular

ACHIEVEMENT TESTS

Date	Test	Read. G. P.	Arith. G. P.	Lang. G. P.	Total G. P.

MENTAL ABILITY TESTS

Date	Test	I. Q.	Lang. Factors	Non-Lang. Factors

HEALTH DATA

Vision:

Hearing:

Immunizations:

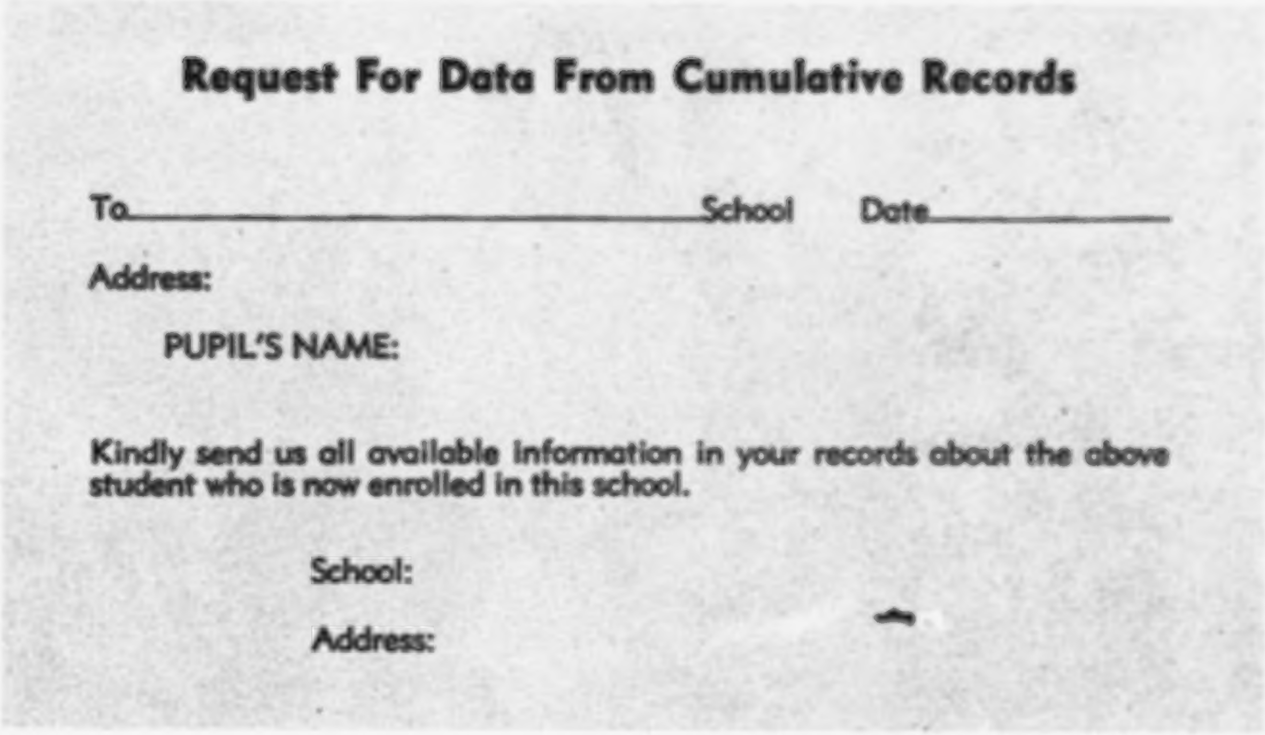
Other:

ADJUSTMENT PROBLEMS:

OTHER IMPORTANT INFORMATION

(Signed)________________________

Principal



Request For Data From Cumulative Records

To______________________________School Date_______________

Address:

PUPIL'S NAME:

Kindly send us all available information in your records about the above student who is now enrolled in this school.

School:

Address:

Kitch, Donald E. EXPLORING THE WORLD OF JOBS. 1952

Stoops, Emery and Rosenheim, Lucile. PLANNING YOUR JOB FUTURE.

These Booklets are Junior Life Adjustment Books, published by Science Research Associates, 57 West Grand Avenue, Chicago, Illinois.

REFERENCES FOR FURTHER READING

Kopp, O. W. ELEMENTARY SCHOOL TRANSFER. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

McCreary, William H. CALIFORNIANS AT WORK. Sacramento: California State Department of Education, Bulletin Vo. XXIV, No. 1, January, 1955.

The community's judge helps boys and girls learn the meaning of American citizenship.

8. *Teamwork for Education*

Teachers do not work alone. Education goes on in classrooms a part of the time children are in school, and in corridors, offices, cafeteria, nurse's room, playground, and busses, too. It goes on in school a few hours five days a week, and in the home and community the rest of the time.

Teachers and parents need to know each other and to plan together for boys and girls. But these contacts between camp homes and school are not easily arranged in country where distances are great, both parents work, and teachers commute. Though many parents hesitate to come to school at first, many things can be done to help them enjoy such contacts. Open house nights, when parents visit their children's rooms to see their work, give teachers a far better chance for a visit than a school performance where groups are too large for close contacts. When children are deeply interested in their work and in having their parents meet their teacher, even the shyest parent may get there, and as a result both teacher and parent may see the child in a new light. English classes for Spanish-speaking parents, classes for those who are interested in getting their citizenship, and other adult-education activities may get parents into the habit of coming to the school. One school sends school busses to pick up parents and children for evening recreation and programs.

Some teachers make a point of welcoming the families of all new children by a visit to the home. They send word by the children in advance, asking if they may come by to say hello on a certain day. Such a first visit is always purely social and friendly, with no problems to be discussed. At the times of year when mothers are not working in the fields, it is sometimes a good idea for a teacher to meet with several of them in a group at the camp to talk about the activities going on at school; many women in migratory areas are lonely and enjoy such sociable occasions. Recreational activities taken to the camps are sometimes a good way to make friendly home-school contacts. Father-son-teacher games or a moving picture taken to the

Members of a Parent-Teachers Association committee plan a Spanish night dinner.

Fathers build furniture for the kindergarten.

Child welfare worker, teacher and principal bring their special information to a conference about a child.

Teachers co-operate with the Girl Scout program in migrant camps.

camp by a teacher are examples of such activities which have worked.

Contacts with non-English-speaking parents have been established through interested young parents who speak both English and Spanish. Teachers of Mexican background, Negro teachers, and teachers who grew up themselves in similar rural areas and environments perform an invaluable service in promoting home contacts because they readily understand and are accepted by parents of similar backgrounds. The value of a cosmopolitan teaching staff in a migrant situation can hardly be overestimated; such a staff is a living example of American democracy at its best for all boys and girls and for the community, and irrefutable evidence of opportunity to boys and girls who may feel that gates are closed to them.

Nurses and child welfare and attendance workers have exceptional opportunity to contribute to a staff's understanding of needs and problems in the homes of migrant families, and to interpret the school's objectives to parents.

The entire community has a stake in good schools; both private citizens and public workers generously cooperate in curriculum planning and in joint efforts to help the boys and girls and their families through education. All these resources should be known and used by teachers for better school programs.

Even more important, school programs should be seen as a way of serving the community. As teachers know and understand their community and its problems, they can cooperate more effectively with all its other agencies and organizations, contributing to those goals which no one group can achieve by itself. Working with other people in the community is an important part of the teacher's role. Opportunities need to be made for many contacts where mutual problems can be discussed, workers can learn more about each other's programs, and joint planning can be undertaken.

It is in this teamwork for a better community and for better living for all its people that the school fulfills its highest promise.

Fresno County Schools Project
The Educational Program for Migrant Children

MEMBERS OF THE PROJECT COUNCIL
1954-55

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Walter G. Martin	County Superintendent
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